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ABSTRACT

Findings from a national survey of Catholic elementary schools' finances are presented in this report. Included are extensive data based on the 1990-91 school year on financing the schools (tuition; parish subsidy; salaries of principals, teachers, and other support personnel; benefits; and finances related to preschool programs). The information is also published according to the location of the school (innercity, urban, suburban, or rural), the geographic area of the country, the size of student enrollment, and the sponsorship of the school (parish, interparochial, diocesan, or private). Questionnaires mailed to 1,196 schools yielded 609 usable returns, a response rate of approximately 51 percent, representing 8.35 percent of all Catholic elementary schools in the United States. Twenty-four tables are included in the text. The appendices contain the questionnaire, correspondence, a list of participating schools, and two summary tables--Per Pupil Cost Covered by Tuition and Fees, and Average Catholic Elementary School Lay Teachers' Salaries. (MLF)

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United States Catholic Elementary Schools & Their Finances 1991

By
Robert J. Kealey, Ed.D.
Executive Director
Department of Elementary Schools

National Catholic Educational Association

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HIGHLIGHTS

The information presented in this study is based upon a random sample of 609 Catholic elementary schools from across the United States. This sample represents 8.35% of all the Catholic elementary schools. The data reported are based on the 1990-1991 school year.

$969 was the average tuition charged for the first child of a family in the parish

81% of the schools had a tuition scale for families with more than one child attending the school

59% of the schools had some form of tuition assistance

75% of the schools had a tuition scale for children from another parish and for non-Catholic children

87% of the schools received a parish subsidy

32% of the schools had an endowment program

$1,819 was the average per-pupil cost

59% of the per-pupil cost was covered by the tuition and materials fees charged to the first child of a family in the parish

$30,153 was the average salary for lay principals

$14,514 was the average beginning teacher's salary with a bachelor's degree

$17,597 was the average salary for all teachers with bachelor's degrees and higher

$98 was spent per student on instructional materials

37% of the schools had pre-kindergarten programs

$866 was the average tuition for pre-kindergarten programs

88% of the schools had kindergarten programs

$918 was the average tuition for kindergarten programs

42% of the schools had extended-day programs

INTRODUCTION

Since the 1969-70 school year the National Catholic Educational Association (NCEA) has published statistical reports on Catholic elementary and secondary schools in the United States. Extensive data on these schools and other private schools did not exist prior to this time. This information was needed to understand this significant sector of the American educational enterprise, to provide a basis for informed discussion regarding potential forms of federal and state assistance to the students attending these schools, and to encourage improved local management. The more recent practice of NCEA has been to issue financial reports every year, however, in fiscal years ending in an odd number the report focused on elementary schools and in fiscal years ending in an even number the report focused on secondary schools.

In 1989, the Department of Elementary Schools Executive Committee of the National Catholic Educational Association requested more detailed information on the finances of Catholic elementary schools. Therefore, this report includes extensive data on tuition, parish subsidy, salaries of principals, teachers and other support personnel, benefits, and finances related to pre-school programs. The information is also published according to the location of the school (inner city, urban, suburban or rural), the geographic area of the country, the size of student enrollment, and the sponsorship of the school (parish, interparochial, diocesan or private).

The Department of Elementary Schools Executive Committee believes that by making known such extensive information, decision makers on both the diocesan and school levels will be better informed. This information will assist them to evaluate their own financial situation and to plan for the future. The Executive Committee also believes that by making public such information those who seek to assist Catholic elementary schools will have a clearer picture of the financial contribution that Catholic school parents make to the total education of their children and the financial contribution that tens of thousands of Catholic elementary school educators make to the good of American society.

The quality of Catholic education has been documented in many research studies. More recently, the comparison of Catholic school eighth grade students to public school eighth grade students has demonstrated the superior performance of Catholic school students (Sebring, P. and Camburn, E., *A Profile of Eighth Graders in Catholic Schools*, Washington, D.C.: National Catholic Educational Association, 1992). This superior performance is especially noteworthy when the success of the students from both systems is compared with the per-pupil cost for students in both systems.

Someone who is unfamiliar with Catholic education may wonder why hundreds of thousands of parents are willing to pay high tuitions for the education of their children in Catholic elementary schools. Numerous studies show that parents place their children in Catholic schools for three reasons. Parents recognize the superior academic achievement of Catholic school students over public school students; this is especially true in the inner cities of the United States. Parents see in Catholic schools secure and disciplined learning environments which nurture children. Finally, parents acknowledge that children must be exposed to a total education that includes growth in religious awareness and a critical evaluation of the world in light of basic moral principles.

Someone who is unfamiliar with Catholic education may also wonder why tens of thousands of Catholic elementary school teachers are willing to teach in these schools for salaries substantially below those which are generally earned by those in public education. While no current attitudinal study of Catholic school teachers can so neatly explain their presence in Catholic schools, a plethora of anecdotal information suggests their reasons

parallel parental priorities. Catholic school teachers recognize that they share in the teaching ministry of Jesus. They value providing a total education to students. Teachers model for the students and the students model for teachers the meaning of Jesus' message in today's world. Teachers treasure being with their students in the joint pursuit of the truth even when the truth is elusive and ultimately causes them to alter their ideas and behaviors. Although the salaries of Catholic school teachers are not as competitive compared to other educators, Catholic education offers added dividends that these educators prize.

The Department of Elementary Schools acknowledges with gratitude the work of Judith Mahaffy who organized the production and distribution of the questionnaire and the production of this publication, of Sister Rose Vattilana who assisted with the follow-up letters, of Tara McCallum who entered into the computer system all the information from the over 600 schools, and to Bonnie Kellaher who designed the computer program to analyze the data and assisted the author in reading the data. These four members of the staff of NCEA contributed much time and effort to the success of this project because of their commitment to serve the members of NCEA.

Finally, the department must acknowledge the contribution made by over 600 responding schools. The principals of these schools and those others who assisted in completing the questionnaire gave generously of their time. Their willingness to share their information enables all to have a clearer picture of the finances of Catholic elementary schools. Without their willing support, this major advance in understanding Catholic elementary schools would not be possible.

The information presented here is factual, the author leaves to the reader the interpretation. However, the author would be remiss in his duty if he did not remind the reader to reflect on the data in light of the social teachings of the Catholic Church, the pastorals of the American bishops, the obligation of the entire Catholic community to assist in passing on the faith to the next generation, and the obligation of all Americans to ensure a literate citizenry.

The Department of Elementary Schools Executive Committee trusts that those who read this report, no matter what their association to Catholic education, will be motivated to action. Catholic elementary schools provide a public service by educating students to become leaders in America and by instilling in these students the values of perseverance in their search for the truth, justice in their relationships with others, honesty in all matters, concern for those who are less favored, and the courage to stand by their convictions. Everyone who reads this report has an obligation to see that this effective system of education expands.

Robert J. Kealey, Ed.D.
Executive Director
Department of Elementary Schools
Feast of St. Joseph, 1992

CHAPTER 1

METHODOLOGY

CONTEXT

The records of the early missionaries who came to these lands indicated that schools were an important aspect of their missionary endeavor. Several Catholic schools providing an education today can trace their roots back to the Eighteenth Century. When more formal education became a necessity during the second half of the Nineteenth Century and first part of the Twentieth Century, Catholic schools rapidly expanded across the United States.

During the 1990-91 school year, 1,984,282 students were enrolled in Catholic elementary schools. These students attended programs from pre-school through the eighth grade in 7,291 different schools (Brigham, 1991). Catholic schools educated students in all 50 states. Over 11% of these students were not of the Catholic religion. Providing the education to these students were 91,029 teachers and administrators. The 1990-91 school year marked the first year that the total Catholic elementary school enrollment had increased over the previous year since 1964.

This vast educational enterprise was financed almost entirely by the Catholic community. Federal programs did provide some assistance to the students who were educationally and economically deprived. A few states (e.g., New York and Pennsylvania) reimbursed teachers and school administrators for maintaining mandatory records such as attendance, health and achievement. However, most states provided no assistance, not even school buses to transport the students to class (e.g., Missouri and Virginia).

As this report will show, the largest burden for educating the students was borne by the parents of children through their tuition payments. The parish community, which included these parents, provided additional support.

Based upon the per-pupil cost to educate a child in the public schools during the 1990-91 school year, the parents of Catholic elementary school students provided a financial gift, in addition to the taxes that they paid, to the various local, state and federal governments of over $10,300,000,000, which is the approximate cost governments would have to pay if all Catholic elementary school students attended public schools.

QUESTIONNAIRE

Development of Questionnaire

The instrument used to acquire the data for this study was an 89-item questionnaire, Survey of Catholic Elementary School Finances for 1990-1991 School Year. Appendix A presents a copy of the questionnaire. Four sections composed this instrument:

Section 1	School Demographics	24 items
Section 2	Financing	17 items
Section 3	Compensation	42 items
Section 4	Special Issues	6 items

This questionnaire was based upon the instrument used in the study of Catholic elementary school finances for the 1988-89 school year. See page 2 of *United States Catholic Elementary Schools & Their Finances, 1989,* for a detailed description of the development of this instrument. A few changes were made in the instrument for the present study. These changes were made as a result of suggestions received from the field and from the experience gained in the 1989 study.

Distribution of Questionnaire

On September 17, 1991 the questionnaire was mailed to the sample of schools. This date was selected for a number of reasons. This study is based upon the finances for the 1990-91 school year, the 1991 school fiscal year. By September of 1991, all costs for the previous school year should have been tabulated. Therefore, the data given would be as complete as possible and represent real figures, not projections.

By this date, the school year was under way and the administrators would not have as many distractions as during the first few weeks of school. Each of the schools received a cover letter and an instrument.

As each school returned the questionnaire, the school's name was noted on the master list. Then the identifying section of the questionnaire was removed in order to insure the anonymity of each responding school. The returned questionnaires were due at the offices of the National Catholic Educational Association by October 7, 1991.

On November 11, 1991 a second request for participation in the study was sent to all the schools that had not responded by the due date. Included with the letter was a second copy of the questionnaire. A copy of this letter is contained in Appendix B.

January 23, 1992 was the cut-off date for using returned completed instruments in the analysis of the data for this study.

Appendix C lists the schools that returned questionnaires by the cut-off date.

SAMPLE

Participating Schools

During the 1990-91 school year, 7,291 Catholic elementary schools provided education to almost two million students in pre-kindergarten to grade eight. In order to ensure a sample of sufficient size to be included in the various subgroups of this study, a decision was made to distribute 1,213 questionnaires. This is 16.64% of the entire number of Catholic elementary schools.

The schools selected to participate in this project were the same schools that were invited to participate in the 1989 survey. At that time, the computer was programmed to select every seventh school on a list of all the Catholic elementary schools according to the alphabetical

listing of states. This provided a random selection of schools, but ensured that each state would have in this survey a percent of schools comparable to the number of Catholic elementary schools in the state. The decision to use the same schools in both studies was made in order to make comparisons between the two studies.

The completed questionnaires began arriving back at NCEA in late September. The questionnaires of 17 schools were returned to NCEA by the U.S. Postal Service as undeliverable; these schools either closed or moved. Forwarding addresses were unavailable. Therefore, the number of questionnaires actually distributed was 1,196. Of this total, 616 completed questionnaires were received by NCEA. This represents a return rate of 51.51%. Responses were received from all 50 states.

Of the 609 schools that responded in 1991, 523 of them also responded in 1989. This represents 86% of the total response rate in 1991.

Only 609 questionnaires were included in the actual study. This was because some of the instruments returned lacked proper identification or were not sufficiently filled out to be usable, and two instruments were received too late to be processed. These 609 schools represented 50.92% of the questionnaires originally distributed and 8.35% of all Catholic elementary schools in the United States.

School sponsorship

Catholic elementary schools were sponsored by the parish community, by two or more parishes (called an interparochial school), by the diocese, or by a religious community or separate board of education (called private school). Exhibit 1 shows the number and percent of schools according to each of the four different types of sponsorship.

Exhibit 1
Number and Percent of Schools According to Sponsorship

	Parish	Interparochial	Diocesan	Private
Number	479	58	53	19
Percent	78.65%	9.52%	8.70%	3.12%

Location of schools

In one of the identifying questions, the respondent to the questionnaire indicated if the school's location was best described as inner city, urban (non-inner city), suburban or rural. Exhibit 2 shows the number and percent of schools in each of the four locations.

Exhibit 2
Number and Percent of Schools by Location

	Inner City	Urban	Suburban	Rural
Number	86	201	196	126
Percent	14.12%	33.00%	32.18%	20.69%

Geographic regions of the country

In all of its statistical reports, NCEA divides the country into six regions. These are listed below.

Region 1, New England—Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Region 2, Mideast—Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania

Region 3, Great Lakes—Illinois, Indiana, Michigan, Ohio, Wisconsin

Region 4, Plains—Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

Region 5, Southeast—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

Region 6, West/Far West—Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming

Exhibit 3 shows the number and percent of schools in each of the regions that participated in this study and the actual number and percent of schools by region that existed during the 1990-1991 school year. In all geographic regions, this financial study reflects within one percentage point the actual number of schools in the region.

Exhibit 3
Number and Percent of Schools by Geographic Region

Regions	Financial Study		Total Catholic Elementary Schools During 1991 School Year	
	Number	Percent	Number	Percent
1 - New England	38	6.24%	477	6.5%
2 - Mideast	165	27.09%	2,050	28.1%
3 - Great Lakes	163	26.77%	1,933	26.5%
4 - Great Plains	79	12.97%	848	11.6%
5 - Southeast	69	11.33%	791	10.9%
6 - West/Far West	95	15.60%	1,192	16.4%
Total	609		7,291	

(Brigham, 1991)

Size of school enrollment

The final factor considered in this study was the size of the student population in the elementary schools. The four categories of school size corresponded to the four categories that NCEA employs in its other reports: schools with a population of 1-199 students, schools with a population of 200-299 students, schools with a population of 300-499 students, and schools with a population of 500 and more students.

Exhibit 4 shows the number and percent of schools in each category in this study. The data revealed that over 66% of the schools had fewer than 300 students in attendance.

Exhibit 4
Number and Percent of Schools by Size of Student Enrollment

	1-199	200-299	300-499	500 or more
Number	219	188	142	60
Percent	35.96%	30.87%	23.32%	9.85%

Ethnic Background of Students

Exhibit 5 presents the ethnic background of the students attending these schools during the 1990-1991 school year.

Exhibit 5
Ethnic Background of Students Enrolled in These Schools

Ethnic Groups	Percent
Asian American	4%
African American	8%
Hispanic American	10%
Native American	1%
Other	77%

Chapter I Services

The schools responding to this survey indicated that 75.21% of them had students who were eligible to receive some form of Chapter 1 federal assistance. To qualify for this assistance, students must be both economically and educationally deprived. However, only 81.22% of the schools with children eligible to receive such services had children actually receiving the Chapter 1 services.

Exhibit 6 shows the percent of schools with students eligible to receive such services and the percent of those schools in which eligible children actually received such services.

Exhibit 6
Percent of Schools with Students Eligible to Receive Chapter 1 Services and Percent of Those Schools with Students Actually Receiving Such Services

	% Eligible	% Receiving Services
National	75.21%	81.22%
Location		
Inner City	95.23%	82.50%
Urban	72.08%	78.17%
Suburban	62.50%	84.17%
Rural	87.80%	80.56%
Sponsorship		
Parish	75.10%	81.06%
Private	52.63%	90.00%
Interparochial	86.79%	76.09%
Diocesan	76.92%	85.00%
Size		
1 - 199 students	84.98%	85.08%
200 - 299 students	74.32%	76.00%
300 - 499 students	72.46%	76.00%
500 and more students	55.93%	78.79%

REFERENCES

Brigham, Frederick H., *United States Catholic Elementary and Secondary Schools, 1990-1991.* Washington, DC: National Catholic Educational Association, 1991.

Kealey, Robert J., *United States Catholic Elementary Schools &Their Finances, 1989.* Washington: National Catholic Educational Association, 1989.

CHAPTER 2

INCOME

TUITION

Tuition was defined in this study as money paid directly to the school for the education of the child.

To determine the average tuition for all Catholic elementary school students is very difficult. Many schools (80.62%) have a sliding tuition scale for families with two or more children attending the same school. A different scale exists for Catholic students who are not members of the parish sponsoring the school. A separate tuition scale exists in many schools for non-Catholic children. A negotiated, or fair share, tuition policy exists in some parishes. Some schools have a different tuition for children in different grades. Another common practice is to charge one tuition when it is paid yearly and a higher tuition when it is paid monthly. Finally, many parishes provide reduced tuition for families experiencing financial difficulties. To take into consideration all these factors and arrive at an average tuition is next to impossible.

In this survey, respondents were asked to indicate the tuition for the first child in a family that was a member of the parish. This tuition frequently forms the basis from which all the other tuitions are derived. In the section that follows, the tuition is only for children in grades one to eight. In a later section the tuition in pre-school and kindergarten programs will be examined.

Tuition for Catholic Children in the Parish

According to this survey about 75% of the student body in these Catholic elementary schools are members of the parish. The average tuition for the first Catholic elementary child of a family in the parish in grade one to grade eight was $969 during the 1990-1991 school year. NCEA reported the average tuition for such a child during the 1988-1989 school year to be $924 (Kealey, 1989). The 1991 tuition represents an increase of 4.87% over the two-year period since the previous study was reported.

The tuition for one child in grades one to eight in the private schools that responded to this study was $1,602.

The median tuition for all ninth grade students in Catholic secondary schools for 1989-1990 school year was $2,299 (Guerra & Donahue, 1990).

In 80.62% of the responding Catholic elementary schools, a special tuition existed for families with more than one child in the school.

Tuition for one parish elementary school student varied according to the location of the

school. Rural schools charged the lowest tuition, an average of $713, while urban schools charged the highest tuition, $1,056 per year.

Tuition for elementary schools also varied according to the geographic region of the country. The lowest tuition was in the Great Lakes states, $145 lower than the national average, while the West/Far West states had the highest tuition, $202 above the national average. Exhibit 7 shows the tuition according to the geographic regions of the country.

Exhibit 7
Average Tuition by Geographic Region

Regions	Tuition
1. New England	$ 998
2. Mideast	$ 976
3. Great Lakes	$ 824
4. Plains	$ 965
5. Southeast	$1,163
6. West/Far West	$1,171
National	$ 969

Tuition also varied according to the location of the school. The respondents to the questionnaire designated their own location according to the four categories given. Exhibit 8 shows the tuition by school location.

Exhibit 8
Average Tuition by School Location

Location	Tuition
Inner City	$1,035
Urban	$ 986
Suburban	$1,056
Rural	$ 712
National	$ 969

While this research does not support the popular belief that the highest average tuition is charged in inner city schools, the data indicate that students in inner city schools had the second highest average tuition. Students in suburban areas paid the highest tuition. Students in rural areas paid the lowest tuition.

The smallest schools, schools with 1-199 students, had the lowest average tuition, $825 per year. This might appear surprising at first glance since certain fixed expenses have been associated with a school no matter what the size. However, most of the smaller schools were located in rural areas where the tuition was $257 lower than the national average. Exhibit 9 shows tuition according to school size.

Exhibit 9
Average Tuition by Size of School Enrollment

Number of Students	Tuition
1 - 199	$ 825
200 - 299	$1,021
300 - 499	$1,057
500 or more	$1,063
National	$ 969

Exhibit 10 shows the average tuition charged according to school sponsorship. One should not be surprised that private schools had the highest tuition since they do not have parish or diocesan support. The lower tuition at diocesan schools may be due to the fact that diocesan funds are used to support such schools and that many of these schools are located in poor areas of the country.

Exhibit 10
Average Tuition by School Sponsorship

Sponsorship	Tuition
Parish	$ 955
Interparochial	$ 970
Diocesan	$ 881
Private	$1,602
National	$ 969

Average Tuition and Fees Received

In an effort to derive an average tuition and fees or cost to parents, the instrument asked respondents to indicate the average tuition and fees received by the school for each child. The respondents were told to take the total tuition and fees received by all students and then divide this by the total number of students in the school. In this research, people indicated that this came to $860. This average cost is $206 lower than the average tuition cost for one child, $969, and the average materials cost for one child, $98, which in many cases is paid by the parents. Several reasons account for this. A very small number of schools (less than three percent) did not charge any tuition at all. Most schools (81%) had a sliding tuition scale for families with more than one child in the same school. Most schools (59%) had different forms of tuition assistance. Tuition varied according to grade level.

This average cost of $860 is 47% of the average per-pupil cost which percent is close (two percentage points lower) to what the respondents stated when they responded to the question of percent of income from all sources.

Tuition Assistance

In 59.11% of the Catholic elementary schools surveyed, some form of tuition assistance was offered.

Tuition assistance varied slightly according to school size and location of school. While the

fewest number of rural schools offered tuition assistance, these same schools have the lowest tuitions. Only slightly more than half of the inner city schools offered tuition assistance, which may be due to the fact that larger numbers of non-Catholic children attended them and the lack of broad-based parish financial support. Exhibit 11 shows the percent of schools offering tuition assistance according to these two categories.

Exhibit 11
Percent of Schools Offering Tuition Assistance by School Size and Location

School Size	Percent
1 - 199 students	53.99%
200 - 299 students	63.39%
300 - 499 students	63.77%
500 and more students	57.63%
Location	
Inner City	53.67%
Urban	63.96%
Suburban	61.99%
Rural	52.85%
National	9.11%

Tuition for Non-parish Students

Over 75% of the Catholic elementary schools in this study had a separate tuition scale for students who were not members of the parish that sponsored the school. About 25% of students in Catholic schools do not belong to the parish sponsoring the school.

Tuition for Catholic Students from Other Parishes

Tuition for one Catholic child who was not a member of the parish, about 14% of the student body, was $1,267. This is 131% of the tuition charged to one Catholic student within the parish. Rural schools charged the lowest tuition for such students, $872. Suburban schools charged the highest tuition for such students, $1,357.

Tuition for Non-Catholic Students

During the 1990-1991 school year, 11% of the students enrolled in Catholic elementary schools were non-Catholic (Brigham, 1991). In this study, almost 12% of the students were identified as non-Catholic.

The average tuition for one non-Catholic child in a Catholic school was $1,389. This was 143% of the tuition charged to one Catholic student within the parish and 110% of the tuition charged to Catholic students who were not members of the parish. Exhibit 12 presents the tuition for non-parishioners.

Exhibit 12
Comparison of Special Tuition Scales for Catholic Non-parishioners and Non-Catholic Students

	Non-parishioners	Non-Catholics
Geographic Region		
New England	$1,152	$1,287
Mideast	$1,293	$1,307
Great Lakes	$1,213	$1,360
Plains	$1,086	$1,240
Southeast	$1,355	$1,622
West/Far West	$1,408	$1,563
Location		
Inner City	$1,342	$1,273
Urban	$1,328	$1,446
Suburban	$1,357	$1,505
Rural	$ 872	$1,113
School Enrollment		
1 - 199 students	$1,116	$1,199
200 - 299 students	$1,303	$1,444
300 - 499 students	$1,389	$1,511
500 or more students	$1,337	$1,520
School Sponsorship		
Parish schools	$1,267	$1,386
Private schools	$1,602	$1,806
Interparochial schools	$1,359*	$1,524
Diocesan schools	$1,209**	$1,298
National	$1,267	$1,389

* Catholic students who are not members of the sponsoring parishes.
** Catholic students who are not members of the parishes joined in these diocesan schools. Children whose parents work in downtown areas may attend the school but be members of suburban or rural parishes without a Catholic school.

PARISH SUBSIDY

In this study parish subsidy was defined as the amount of money that the parish contributed to the school from sources of income that were specifically designated for parish projects. The parish subsidy might have come from sources such as the Sunday church collection, parish endowment, or parish fund raisers. Parish subsidy did not include parish debt service or capital improvements.

Percent of Schools Receiving a Subsidy

Slightly over 87% of the Catholic elementary schools received some parish subsidy during the 1990-1991 school year. This is down three percentage points from the study done two years ago.

Only 76.19% of the inner city schools received a parish subsidy in 1990-1991, which is down about four points in the two years. The finances of many inner city parishes have been severely strained. More of the parishes seem to be requiring the schools to carry their full financial cost. The percentages of rural, urban and suburban schools receiving parish subsidy were within four percentage points of one another and the national norm.

School size does seem to be associated somewhat with parish subsidy. A larger percentage of smaller schools receive a parish subsidy than larger schools. Exhibit 13 presents the percent of schools by size receiving a parish subsidy.

Exhibit 13
Percent of Schools by Size Receiving a Parish Subsidy

School Size	Percent Receiving Parish Subsidy
1 to 199 students	92.02%
200 to 299 students	93.99%
300 to 499 students	79.71%
500 and more students	76.27%
National	87.00%

The geographic region in which the school is located seems to be associated with parish subsidy. A larger percentage of schools in the Great Lakes and Plains states received a parish subsidy, while the lowest percentage of schools in the West/Far West received a parish subsidy. Exhibit 14 presents this information.

Exhibit 14
Percent of Schools by Geographic Region Receiving a Parish Subsidy

Region	Percent
New England	84.21%
Mideast	87.27%
Great Lakes	92.02%
Plains	93.67%
Southeast	82.61%
West/Far West	76.29%
National	87.19%

FUND RAISING

Fund raising was extensive. Exhibit 15 shows the percent of schools using the various forms of fund raising.

Exhibit 15
National Percent of Schools Employing Various Types of Fund Raising Activities

Activities	Percent of Schools
Candy Sale	61.32%
Raffle and Booster Club	41.49%
Bingo	31.40%
Socials	26.12%
Carnival	23.47%
Magazine Sale	20.99%
Bazaar	19.34%
Las Vegas Night	5.62%
Night at the Races	2.31%

Over the last two years candy sales and magazine sales have increased by six percent; carnivals, nights at the races, and Las Vegas nights have all declined.

The major responsibility for these fund raisers was carried out by the parent group in 74% of the schools and by the school personnel in 19% of the schools. In 6% of the schools, fund raising duties were shared by both the school staff and the parent organization.

ENDOWMENT FUND

In this study an endowment or development fund was defined as capital that had been set aside for the specific purpose of providing revenue to the school from the interest or earnings that were generated from the principal.

Endowment funds were a new development in financing Catholic elementary schools. They had been widely established for years on the college level; several years ago many secondary schools began establishing their endowment funds. But only within the last few years did a substantial number of parish elementary schools begin to set up such programs. In this study 31.86% of the schools did have an endowment program. This is an increase of nine percentage points in two years. Rural schools had the highest percent of endowment programs, 47.15%. One of the lowest percentages was for diocesan schools. This low percentage may be due to the fact that the dioceses have their own endowment programs. The low percentage for inner city schools may be due to school leaders' belief that their communities have few available funds to support the schools. However, some inner city schools have been able to tap the resources of the alumnae who have deep loyalty to the schools that provided them with formative education.

Exhibit 16 presents the percent of schools with endowment funds and the percent of total school income coming from endowment funds for these schools.

Exhibit 16
Percent of Schools with School Endowment Funds and Percent of Total Revenue Received from Endowment Funds

Schools	Percent with Endowment Programs	Percent of Total Revenue from Endowment Fund
Location		
Inner City	22.61%	3.64%
Urban	35.03%	5.70%
Suburban	22.92%	4.11%
Rural	47.15%	7.18%
Sponsorship		
Parish	32.43%	5.72%
Private	42.11%	6.00%
Interparochial	35.85%	4.55%
Diocesan	23.08%	6.71%
School Enrollment		
1 - 199 students	29.11%	7.47%
200 - 299 students	31.69%	5.66%
300 - 499 students	38.41%	3.46%
500 and more students	27.12%	4.78%
National	31.86%	5.67%

While the percent of total revenue received from endowment funds looks impressive in the above table, the reader needs to recall that this is for only 32% of the schools. Nationally, only two percent of schools' per-pupil cost comes from endowment funds. This is because at this time the average endowment fund in Catholic elementary schools is only $142,221. The Southeast region has an average of $280,511 in school endowment funds. Nevertheless, a start in this direction has been made.

SUMMARY OF SCHOOL INCOME

The respondents to the survey were asked to complete a chart indicating the percent of income that came from tuition and fees, school fund raising, endowment, parish subsidy, and others. Exhibit 17 presents the information from these charts:

Exhibit 17
Percent of School Revenue from Various Sources

Source	Percent of total
Tuition and fees	52%
School fund raising	9%
Endowment	2%
Parish subsidy	34%
Other	4%

(higher than 100% due to rounding off)

REFERENCES

Brigham, Frederick H. *United States Catholic Elementary and Secondary Schools 1990-91, A Statistical Report on Schools, Enrollment & Staffing.* Washington: National Catholic Educational Association, 1991.

Guerra, Michael and Donahue, Michael. *Catholic High Schools and Their Finances, 1990.* Washington: National Catholic Educational Association, 1990.

Kealey, Robert J. *United States Catholic Elementary Schools & Their Finances, 1989.* Washington, DC: National Catholic Educational Association, 1990.

CHAPTER 3

EXPENSES

PER-PUPIL COST

In this study the per-pupil cost was defined as the total cost to educate one child in the school. This was determined by adding all the operating costs of the school (excluding debt service and capital expenses) and dividing this by the total number of students in the school.

The National Education Association in its publication, *Estimates of Schools Statistics, 1990 - 91,* reported the per-pupil cost in public school spending for that year was $5,208. This varied from a high of $8,680 in New York State to a low of $2,767 in the state of Utah.

According to this research, the average per-pupil cost for the 1990-91 school year for Catholic elementary school students was $1,819. NCEA reported the average per-pupil cost for Catholic elementary schools during the 1988-89 school year as $1,476 (Kealey, 1990). The 1991 total is an increase of $343 or 23% over the two-year period.

The median per-pupil cost for Catholic high school students during the 1989-90 school year was $3,517 (Guerra & Donahue, 1990).

The average tuition and fees received for Catholic elementary school students during the 1990-91 school year was $860. This means that 47.28% of the per-pupil cost, $1,819, was covered by the average tuition and fees. The average tuition and fees in rural schools covered only 28.63% of the per-pupil cost, while in inner city schools the average tuition and fees covered 55.61% of the cost. The smaller the school, the smaller was the percent of the per-pupil cost covered by tuition and fees.

Another way of examining these comparisons is by looking at the tuition and fees for one child in the school. The tuition of one child ($969) and the cost of materials ($98) for that one child, which cost is most often paid by parents, would mean that these parents paid $1,067 or 58.66% of the per-pupil cost. The tuition and fees in rural schools for one child covered 43.94% of the per-pupil cost. In inner city and urban schools the tuition and fees were about 64% of the per-pupil cost of one child. The smaller the school, the smaller was the proportion of the per-pupil cost covered by tuition and fees for one child. Diocesan schools had the lowest percent of the per-pupil cost covered by tuition and fees, 35.26%.

Appendix D lists the per-pupil costs, tuition charges, the cost of instructional materials, and the percent of per-pupil cost covered by tuition and fees for the average of all tuitions and fees and for the average of one child for the various locations, geographic regions and sizes of schools.

SALARIES

Principals

Members of religious communities

In this study principals who were members of religious communities or priests comprised 53% of the respondents. This is nine percentage points lower than in 1989. The average stipend for these administrators was $14,585, $2,742 higher than two years ago. This increase may reflect a practice adapted by many dioceses of beginning to bring the stipend of religious into closer alignment with salaries of lay people. The reader should recall that the school gives a stipend to the religious community for each of the religious working in the school. In addition to the stipend, the schools may furnish the religious with a residence and other materials needed for daily living. The costs associated with these expenses are not included in the average stipend listed above. The reader should also examine below the section entitled "Members of religious communities," page 21. Exhibit 18 shows the percent of principals belonging to religious communities whose stipends fall between set amounts.

Exhibit 18
Percent of Principals Belonging to Religious Communities Whose Stipends Fall Between Set Amounts

Stipend Range	Percent of Principals
Below $10,000	21%
$10,000 - $14,999	40%
$15,000 - $19,999	21%
$20,000 - $24,999	13%
$25,000 - $29,999	2%
$30,000 or higher	3%

Laywomen and laymen

In this study laywomen and laymen (lay refers to people who are not members of religious communities or priests) composed 47% of the principals. The average salary for these administrators of Catholic elementary schools was $30,153. The National Association of Elementary School Principals reported the average salary of its members for 1991 to be $51,453. Exhibit 19 shows how Catholic elementary school principals' salaries were distributed.

Exhibit 19
Percent of Lay Principals Whose Salaries Fall Between Set Amounts

Salary Range	Percent of Principals
Below $19,999	7%
$20,000 - $24,999	14%
$25,000 - $29,999	28%
$30,000 - $34,999	29%
$35,000 - $39,999	14%
$40,000 and above	8%

The average annual salary of lay principals in Catholic secondary schools for the 1989-90

school year was $41,300 (Guerra & Donahue, 1990).

Exhibit 20 presents the stipends of religious principals and the salaries of Catholic elementary school lay principals by region, school location, school sponsorship, and size of school enrollment.

Exhibit 20
Salaries of Catholic Elementary School Principals

	Stipends of Religious	Salaries of Lay Principals
Region		
New England	$14,921	$27,643
Mideast	$12,043	$31,114
Great Lakes	$16,148	$29,381
Plains	$13,370	$28,015
Southeast	$12,268	$28,446
West/Far West	$20,223	$34,173
Location		
Inner City	$15,372	$29,568
Urban	$15,280	$31,096
Suburban	$13,588	$31,458
Rural	$14,766	$26,488
Sponsorship		
Parish	$14,456	$30,138
Private	$21,059	$33,090
Interparochial	$13,869	$29,122
Diocesan	$13,328	$29,987
School Enrollment		
1 - 199 students	$14,120	$25,834
200 - 299 students	$15,541	$31,935
300 - 499 students	$13,886	$31,888
500 and more students	$13,865	$34,265
National	$14,585	$30,153

Teachers

Average salary

The National Education Association, in its report *Estimates of School Statistics, 1990-91,* reported that the average salary for a teacher was $33,015.

The average salary of all Catholic elementary school teachers with bachelor's degrees and higher degrees as determined by this research was $17,597. This is $2,019 higher than two years ago (increase of 13%), but nearly 50% lower than the average teacher salary in public schools.

The median (the mid-point of all salaries) lay teacher salary in Catholic secondary schools for 1989-90 was $22,100 (Guerra & Donahue, 1990).

Exhibit 21 shows the percent of lay teachers' salaries that fall between set amounts.

Exhibit 21
Percent of Lay Teachers Whose Salaries Fall Between Set Amounts

Salary Range	Percent of Principals
Below $9,999	1.15%
$10,000 - $14,999	18.97%
$15,000 - $19,999	56.13%
$20,000 - $24,999	21.07%
$25,000 - $29,999	2.49%
$30,000 - and above	.19%

Salaries differed according to the location of the school. The average teacher's salary in Catholic elementary suburban schools, $18,216, was about six hundred dollars higher than the national norm, while the average salary for rural school teachers, $16,116, was about fourteen hundred dollars lower than the national norm. Urban and inner city schools fell very close to the national average for the average salary of teachers.

Salaries differed according to the geographic regions in which the schools were located. Catholic elementary schools in the West/ Far West paid the highest average salary in the country, $19,436, over eighteen hundred dollars above the national norm. Schools in the Plains states had the lowest average salary, $16,369, about twelve hundred dollars below the national norm of salaries. All other geographic regions were close to the national norm.

Salaries varied according to the number of students in the schools. Catholic schools with higher enrollments had higher average teacher salaries. Appendix E presents the average Catholic school teacher's salary according to geographic region, school location, student enrollment, and school sponsorship.

Beginning teachers' salaries

A beginning teacher with a bachelor's degree earned $14,514 by teaching in a Catholic elementary school during the 1990-1991 school year.

The salary for a beginning teacher with a bachelor's degree in the nation's public schools during the 1990-91 academic year was $21,542 as reported by the American Federation of Teachers.

The average salary for a beginning lay teacher in a Catholic secondary school for the 1989-90 school year was $16,200 (Guerra & Donahue, 1990).

A beginning teacher with a bachelor's degree teaching in a rural Catholic elementary school earned about eleven hundred dollars less ($13,654) than the national norm for all beginning Catholic elementary school teachers with the same degree. A person beginning to teach in the West/Far West earned sixteen hundred dollars more ($16,181) than the national norm for beginning teachers in Catholic elementary schools.

A beginning teacher with a master's degree earned $15,908 by teaching in a Catholic elementary school. This is about sixteen hundred dollars more than two years ago. The master's degree earned for this person almost fourteen hundred dollars more in salary than a beginning teacher with a bachelor's degree during the 1990-91 school year. This is about one hundred dollars higher than two years ago. A beginning teacher with a master's degree earned about eight hundred dollars less than the national norm by teaching in a rural school ($15,168). A person with the same qualifications earned over eighteen hundred dollars more than the national norm by teaching in a Catholic elementary school in the West/Far West ($17,988). In schools with a student enrollment of less than 200 students, a beginning teacher with a master's degree earned $14,752.

Highest teachers' salaries

The average for the highest paid teachers in the six hundred Catholic elementary schools that participated in this research was $22,175 for the 1990-91 school year.

The average maximum salary for Catholic secondary school teachers during the 1989-90 school year was $29,000 (Guerra and Donahue, 1990).

The highest average salary for a teacher in a Catholic elementary school was over ten thousand dollars lower than the average salary of all public school teachers, and the average highest salary for teachers in Catholic secondary schools is about four thousand dollars below the average of all public school teachers.

The highest average salary in Catholic elementary inner city schools ($21,425) was about seven hundred dollars less than the national average for Catholic elementary school teachers, and in rural Catholic schools the average highest salary ($19,314) was nearly three thousand dollars less than the national average. The highest paid Catholic elementary school teachers in the Plains received about twenty-two hundred dollars less ($19,897) than the national average of highest salaries while similar teachers in the West/Far West ($24,993) were twenty-eight hundred dollars above the national average of highest salaries for Catholic elementary schools. Once again, schools with larger student enrollments paid the highest average salary. See Appendix E for a complete analysis of the highest paid teachers.

Members of religious communities

During the 1990-91 school year religious and priests made up about 12% of the Catholic elementary school educational staff (Brigham, 1991). Many members of religious communities, whether they served as principals or as teachers, received a set stipend which was less than the regular salary given to a lay person. During the 1990-91 school year, the average stipend for religious in this study was $11,427. This is $643 higher than two years ago, or an increase of about six percent. The percent of increase in the stipend for religious is about half of the percent of increase for lay teachers' salaries over the two-year period. A reason for this may be that more and more dioceses are giving members of religious communities lay teachers' salaries. Nevertheless, when considering the stipend for religious, readers must recall that in some cases the parish paid for the upkeep of the residence, an automobile, a cook and a housekeeper. Because of the great variation in these arrangements, no evaluation of the monetary value of these was made. The average annual compensation for religious women teaching in Catholic secondary schools during the 1989-90 school year was $17,800 (Guerra & Donahue, 1990).

Part-time teachers

The questionnaire defined a part-time teacher as an instructor who came to the school for a few days each week to teach a particular subject such as art, music, or physical education. During the other days of the week the part-time teacher may have taught in neighboring schools. Such teachers were very common in these schools; 78% of the schools reported employing part-time teachers. Almost two-thirds of these schools reported that the person's salary varied according to the person's experience and degrees. The average per-day salary for a part-time lay teacher was $99.

Substitute teachers

This study defined substitute teachers as people who replaced the regular teaching staff for a day or short period of time when the full-time teacher was sick or absent for another reason. In this study 92.94% of the schools reported employing substitute teachers. The salary of these people varied according to their degrees and experience. However, the average salary for substitute teachers was $50 per day. This is an increase of eleven dollars over the two-year period.

Other Personnel

Assistant principal

In 31% of the Catholic elementary schools in this study assistant principals served. Over a quarter of these assistant principals were religious, 27.51%. Nearly 58% of the schools with enrollments over 500 students had assistant principals and in 44% of the schools with enrollments between 300 and 499 students an assistant principal served. Nearly 50% of the private Catholic schools and almost 40% of the interparochial and diocesan schools had assistant principals, while only 29% of the parish schools had assistant principals. In 27.22% of the Catholic elementary schools with an assistant principal, the position was a full-time position. The average annual salary of all lay assistant principals who served in this capacity full-time was $24,324.

Secretary

A school secretary was present in 94.58% of the schools. Less than five percent of the school secretaries were members of religious congregations. The percent of schools with secretaries and the percent of schools with religious as secretaries have not changed in the last two years. The average salary for a full-time lay secretary in a Catholic elementary school was $12,794.

Development director

Because of the increased emphasis on development, the study sought to determine the number of development directors in Catholic elementary schools. Only 10.02% of the schools reported that they employed a development director. Of this amount 25.42% were full-time; the remainder were part-time. The average yearly salary for a full-time lay development director was $20,229.

BENEFITS

The information that follows refers to benefits earned by full-time teachers employed by a Catholic elementary school. Included in this information are data on both religious educators and laymen and laywomen. The benefits for those in administration and staff positions are very similar. Below are the benefits received:

94.30% of the schools have some form of a health plan for their educators.

83.42% of the schools have some form of retirement plan for their educators.

55.79% of the schools have some form of life insurance for their educators.

55.09% of the schools have some form of unemployment compensation.

43.01% of the schools have some form of dental plan for their educators.

INSTRUCTIONAL MATERIALS

Respondents were asked to indicate the approximate cost per pupil that they spent on instructional materials. This cost did not include materials that were supplied on loan from the federal or state governments. The average cost for such instructional materials nationally

was $98 per student. This is substantially lower than in the previous study and may be due to the change in the economy.

Inner city schools spent only $80, while suburban schools spent $108.

The smallest schools spent $102 for materials, while the three other size schools spent $94 per child.

REFERENCES

Guerra, Michael and Donahue, Michael. *Catholic High Schools & Their Finances, 1990.* Washington: National Catholic Educational Association, 1990.

Kealey, Robert J. *United States Catholic Elementary Schools & Their Finances, 1989.* Washington: National Catholic Educational Association, 1990.

National Education Association. *Estimates of Schools Statistics, 1990-91.* Washington: National Education Association, 1991.

CHAPTER 4

SPECIAL ISSUES

PRE-KINDERGARTEN PROGRAMS

During the 1990-91 academic year 37.11% of the Catholic elementary schools in this study conducted pre-kindergarten programs. Since the 1982-1983 school year when NCEA first started tracking enrollment in pre-kindergarten programs the number of students attending Catholic school pre-kindergarten programs has grown by more than 220% (Brigham, 1991).

Inner city and urban Catholic schools were over twice as likely to have a pre-kindergarten program than rural Catholic schools, 39.5% versus 18.7%. In the Mideast and Southeast over 45% of the schools had such programs. Catholic elementary schools with student populations of 300 to 499 students had the largest percentage of pre-kindergarten programs, 42.03%, while schools with less than 200 students had the lowest percentage of such programs, 32.39%.

Exhibit 22 shows the percentage of pre-kindergarten programs by region, location and school size.

Exhibit 22
Percent of Pre-kindergarten Programs by Region, Location and Size of School Enrollment

Geographic Region	
New England	28.95%
Mideast	47.88%
Great Lakes	30.06%
Plains	35.44%
Southeast	44.93%
West/Far West	29.47%
Location	
Inner City	38.09%
Urban	40.10%
Suburban	45.31%
Rural	18.70%
School Enrollment	
1 - 199 students	32.39%
200 - 299 students	37.16%
300 - 499 students	42.03%
500 or more	40.07%
National	37.11%

Of the pre-kindergarten programs operating in Catholic elementary schools, 29.2% were full-day programs. In 15% of schools, parents were given the option of sending their children to either a full-day or part-day program. In the inner city schools, 53% of the Catholic schools with pre-kindergarten programs had full-day programs.

Half (49.55%) of the pre-kindergarten programs in Catholic elementary schools were conducted for the full week (Monday to Friday).

The average tuition charged for these Catholic school programs was $866. Because of the great variety of such programs, e.g., full-day vs. part-day, five days vs. less than five days, this number must be viewed as merely an indication of the true cost. Schools in the Great Lakes States charged $532 and schools in the Southeast charged $1,123 for their pre-kindergarten programs.

KINDERGARTEN PROGRAMS

While kindergarten attendance was not mandated in all the states, 98% of all the children in the country age five were enrolled in some form of a kindergarten program. Most of these students were enrolled in public schools (84%), while an additional 14% were enrolled in private schools, according to the National Center for Education Statistics.

In this study, 88.51% of the Catholic elementary schools conducted kindergarten programs during the 1990-91 school year. This percentage is four points higher than two years ago (Kealey, 1991). In inner city, urban and suburban areas and in the Southeast and West/Far West this figure surpassed ninety percent. Only 69% of the rural schools had kindergartens.

Exhibit 23 shows kindergarten programs by geographic region and location.

Exhibit 23
Percent of Kindergarten Programs by Region and Location

Geographic Region	
New England	86.84%
Mideast	94.55%
Great Lakes	85.28%
Plains	74.68%
Southeast	91.30%
West/Far West	93.68%
Location	
Inner City	92.86%
Urban	93.40%
Suburban	93.75%
Rural	69.11%
National	8.51%

Just over fifty percent (50.46%) of these Catholic school kindergartens were full-day, while virtually all of them were full-week, 95.95%. Again the inner city schools and the schools of the Southeast had the highest percentage of full-day programs.

The average tuition for the Catholic school kindergarten programs was $918 which was $52 less than the tuition for grades 1-8. This lower tuition may be because so many kindergarten programs were half-day. The schools in the Southeast and West/Far West charged an average of $1,128 for their kindergarten programs, while the schools in the Great Lakes region only charged $649.

EXTENDED-DAY PROGRAMS

In this study an extended-day program was defined as a program that the school sponsored for students before and/or after school in order to provide children with a safe environment while their parents may have been working.

These programs were in existence in 42.36% of the Catholic elementary schools in this study. This is an increase of twelve percentage points since the last study.

In the inner cities, 51.19% of the Catholic elementary schools had such programs (up seven percentage points), while in rural areas they were conducted in only 11.09% of the schools (an increase of less than one percent). Larger schools were much more likely to have such programs than smaller schools. In these schools more students may be in need of this service than in smaller schools. School sponsorship seemed to be related to extended-day programs: parish schools had the lowest percent of such programs and diocesan schools had the highest percent. The reason for this may be because students in diocesan-sponsored or interparochial schools generally come from a larger geographic area than students attending parish schools. See Exhibit 24.

Exhibit 24
Percent of Different Types of Schools with Extended-Day Programs

Location	**Inner City**	**Urban**	**Suburban**	**Rural**
Percent	51.19%	48.73%	44.27%	11.09%
Sponsorship	**Parish**	**Private**	**Interparochial**	**Diocesan**
Percent	39.96%	47.37%	47.17%	57.69%
School size	**1-199 students**	**200 - 299**	**300 - 499**	**500 or more**
Percent	29.12%	38.80%	56.52%	66.10%

The average cost to the parents for these programs was $2.61 per hour.

DAY-CARE PROGRAMS

Only 39, or 6.4%, of the total schools in this study had formal day-care programs. This low percent may be because so many of the schools have extended day programs and the school administrators prefer to use this model which parallels the school program more closely. A not uncommon occurrence is for a parish to have a day-care program, but it is completely separate from the school. In day-care programs associated with Catholic schools the average cost per hour was $1.74.

REFERENCES

Brigham, Frederick, H. *United States Catholic Elementary and Secondary Schools 1990-1991, A Statistical Report on Schools, Enrollment, & Staffing.* Washington: National Catholic Educational Association, 1991.

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National Assessment of Elementary School Principals. *Principal.* Principals' Salaries and Fringe Benefits, 1990-1991, (May, 1991).

APPENDIX A

Survey of Catholic Elementary School Finances, 1990-1991 School Year

NCEA

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

September 17, 1991

To: affix label here

From: Robert J. Kealey, Ed.D.
Executive Director
Department of Elementary Schools

Re: **Survey of Catholic Elementary School Finances, 1990 - 1991 School Year**

In September 1989, I wrote to you and invited you to participate in our study of Catholic school finances for the 1988-1989 school year. You and almost one thousand of your colleagues responded to my request which enabled us to produce a report on Catholic elementary school finances. Because so many principals took the time to complete the questionnaire, the report was extremely accurate.

I write to you again this September to ask you to complete a similar questionnaire on the finances of your school for the last school year, 1990-1991. Your assistance will help furnish accurate and recent data to members of Congress, the Department of Education, arch/diocesan offices, news media and individual principals and their school boards.

Several questions may have come to your mind about this request.

Why was this school chosen again? This was done purposely so that we can use the information supplied this year and compare it with the information supplied two years ago. You were selected two years ago as a result of a random sample. Using the same populations will enable us to show more accurately the changes that have taken place since the last study.

Will the information that you supply be confidential? I assure you that all the information that you supply to NCEA will be held in the strictest confidence. Information about any individual school will not be made available to any source by me or anyone in NCEA. Reports based on the data that you and your colleagues supply will be presented for the following areas: 1) national norms; 2) regional norms; 3) type of school (inner city, urban, suburban, rural); 4) norms according to the size of the school. Information will not be presented on any individual school, diocese or even state.

Why is there a label with the name of the school on the top of the form? 1) If any information on the label is incorrect, I ask that you please correct it. The label allows me to determine the geographic region that the school is located in; 2) The label also allows me to send a complimentary copy of the financial report to those schools that have participated in the study as a small way of thanking you for your assistance; 3) I need to know which schools have replied on time because I will send a reminder to those schools who did not reply by the end of September. By sending the reminder letter to only those schools that do not reply we save substantial dollars because almost 1,200 schools are invited to participate in this study.

Why is the information asked for the 1990-1991 school year? This is the last completed school year. Therefore, all your financial reports for the year are closed. This provides accurate data rather than data based on predictions for this school year.

How long will it take to complete the questionnaire? I think that you will take about 20 minutes to complete the report. Although there are about 80 questions, many of these you can answer without looking up data. A copy of your end-of-year financial report for last school year will provide most of the information that you cannot recall from memory.

When is the report due back to NCEA? I would like the report back as soon as possible. This will enable us to begin to enter the data which you can imagine is quite a task because 1,200 schools will be responding. Our goal is to analyze the data and have results available the end of January 1992 so that you can use the information as you set budgets for the following school year. I do request that all questionnaires be returned to me by October 7, 1991.

I thank you for your help with this project. Your assistance will enable us to provide accurate data as we move forward with our efforts to secure for our parents the financial support to choose the school that they believe is best for their children. Your assistance provides all Catholic schools with a guide when they set tuitions and salaries for the next year. Your assistance manifests your oneness with the entire Catholic elementary school community.

SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES

For 1990-1991 School Year

sponsored by
DEPARTMENT OF ELEMENTARY SCHOOLS
NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

Directions:
1. In answering this questionnaire, please provide information for the **last school year (1990 - 1991).**
2. Please place the **letter or dollar amount** on the line provided.

Section 1. SCHOOL DEMOGRAPHICS

1._____ Which letter best described the location of this school during the 1990-1991 school year?
a) inner city b) urban (non-inner city)
c) suburban d) rural

2._____ In what state is the school located?

3._____ Which category below best describes the school?
a) parish school b) private school
c) interparochial school d) diocesan school

4._____ What was the K-8 enrollment for the 1990-1991 school year?

5._____ Did the school have a pre-school program for children age 4 and younger ?
a) yes b) no

*If you answered **YES** to question 5, please answer questions 6, 7 & 8.*

*If you answered **NO** to question 5, please go to question 9.*

6._____ What was the enrollment for the pre-school program?

7._____ What was the length of the pre-school day?
a) full day b) part day

8._____ How often did the pre-school students meet?
a) five days a week b) less than five days

9._____ Did the school have a kindergarten program in 1990 - 1991?
a) yes b) no

*If you answered **YES** to question 9, please answer questions 10 & 11.*

*If you answered **NO** to question 9, please go to question 12.*

10._____ What was the length of the kindergarten day?
a) full day b) part day

11._____How often did the kindergarten students meet?
a) five days a week b) less than five days

12._____Did the school have a first grade in 1990 - 1991?
a) yes b) no

13._____Did the school have a second grade?
a) yes b) no

14._____Did the school have a third grade?
a) yes b) no

15._____Did the school have a fourth grade?
a) yes b) no

16._____Did the school have a fifth grade?
a) yes b) no

17._____Did the school have a sixth grade?
a) yes b) no

18._____Did the school have a seventh grade?
a) yes b) no

19._____Did the school have an eighth grade?
a) yes b) no

20. In the space below explain any other special grade arrangements that the school had, e.g., ninth grade, special education classes, ungraded structure, etc.

21._____Were children in the school **eligible** to receive Chapter 1 services?
a) yes b) no

*If you answered **YES** to question 21, please answer question 22.*

*If you answered **NO** to question 21, please go to question 23.*

22._____Did these children receive Chapter I services?
a) yes b) no

23. List the percent of the students from these backgrounds during the 1990-1991 school year.
a._____% Asian Americans
b._____% Black Americans
c._____% Hispanic Americans
d._____% Native Americans
e._____% Others
100 % Total

Per-pupil cost is defined as the total cost to educate one child in the school. This can be found by adding all the operating costs of the school (exclude debt service or capital expenses) and dividing this by the total number of students in the school.

24._____What was the per-pupil cost for the **1990 - 1991 academic year**?

Section 2. FINANCING

Tuition is defined as money paid directly to the school for the education of the child. On the following lines write the tuition for the **1990 - 1991 academic year**. While a sliding scale may be used for families of more than one child, please give the tuition for the **full year** for one child only. This tuition should only be for a child who is a **member of the parish**.

25._____What was the tuition for the pre-school program during the 1990 - 1991 school year?

26._____What was the tuition for the kindergarten program?

27._____What was the tuition for one child for grades 1 to 8 who was a member of the parish?

28._____Did the school have a tuition scale for more than one child from the same family?
a) yes b) no

29._____Did the school have separate tuition scales for Catholic children who were not members of the parish or for non-Catholic children
a) yes b) no

*If you answered **YES** to question 29, please **answer question 30 and 31.***

*If you answered **NO** to question 29, please **go on to question 32.***

30._____What was the tuition for one Catholic child in grade 1-8 who was not a member of the parish?

31._____What was the tuition for one non-Catholic child in grade 1-8?

32._____Did the school have a tuition assistance program?
a) yes b) no

33. List the percentage of students in the school last year for each of the following groups.
a._____% Catholic children who are members of the parish
b._____% Catholic children who are not members of this parish
c._____% Non-Catholic children
100 % TOTAL

Materials are non-salary instructional expenses. Included in materials would be such items as textbooks, workbooks, computer programs, maps and all other fees.

34._____What was the approximate **per pupil cost** of materials last year? Do not include the cost of materials supplied by the state or federal government under loan programs.

35._____What was the average tuition/fee received per pupil (total tuition and fees divided by enrollment)?

School Fund Raising is defined as activities that produce money specifically for the school. Do not include in these fund raising activities the money raised for the parish. These activities will be considered later under parish subsidy.

36. Check all the fund raising activities that generated income directly for the school during the 1990 - 1991 school year.
a)___ bingo b)___ carnival
c)___ raffle d)___ bazaar
e)___ candy sale f)___ magazine sale
g)___ booster club h)___socials
i)___ Night at the Races j)___ Las Vegas Night
k)___ booster club l)___ socials
m)___ other (please explain)
n)___ We do not have fund raising activities that generate income directly for the school.

37._____Who had the major responsibility for fund raising?
a) school personnel b) parent group

Endowment or Development Fund is capital that has been set aside for the specific purpose of providing revenue to the school from the interest or earnings that are generated from the principal.

38._____Did your school have a school endowment fund?
a) yes b) no

*If you answered **YES** to question 38, please **answer question 39.***

*If you answered **NO** to question 38, please **go to question 40.***

39._____What is the amount of the principal of the endowment fund?

Parish Subsidy refers to the amount of money that the parish contributes to the school from sources of income that are specifically designated for parish projects. The parish subsidy might come from such sources as the weekly collection, parish endowment or parish fund raisers. Do not include in parish subsidy costs for capital improvement or debt service.

40._____Did your school receive a parish subsidy during the 1990 - 1991 school year?
a) yes b) no

41. On the lines below list the percent of income that comes from the following sources:
a._____% tuition and fees
b._____% school fund raising
c._____% endowment
d._____% parish subsidy
e._____% other (please specify)_____
100 % TOTAL

BEST COPY AVAILABLE

Section 3. COMPENSATION

Administrative Salaries included the base pay of the person or persons involved in administering the school.

42._____Was the principal in 1990 - 1991 a member of a religious community or a priest?
a) yes b) no

43._____Was the principal a full-time or part-time principal?
a) full-time b) part-time

44._____What was the yearly compensation of the principal?

45._____For how many months was the principal expected to work in the school?
a) 12 months b) 11 months c) 10 months
d) 9 months e) 8 months f) 7 or less

46. Check the benefit programs for the principal to which the school contributed.
a)___ Social Security b)___ health insurance
c)___ dental program d)___ retirement
e)___ life insurance f)___ unemployment compensation
g)___ others, please list

47._____Did the school have an assistant principal?
a) yes b) no

*If you answered YES to question 47, **answer questions 48, 49, 50, 51.***
*If you answered NO to question 47, **please go to question 52.***

48._____Was the assistant principal a member of a religious community or a priest during the 1990 - 1991 year?
a) yes b) no

49._____Was the position of assistant principal a full-time or part-time position?
a) full-time b) part-time

50._____What was the yearly compensation of the assistant principal?

51. Check the benefit programs for the assistant principal to which the school contributed?
a)___ Social Security b)___ health insurance
c)___ dental program d)___ retirement
e)___ life insurance f)___ unemployment compensation
g)___ others, please list

52._____Did the school have a school secretary?
a) yes b) no

*If you answered YES to question 52, **please answer questions 53, 54, 55 and 56.***

*If you answered NO to question 51, **please go to question 56.***

53._____Was the position of secretary a full-time or part-time position?
a) full-time b) part-time

54._____Was the secretary a member of a religious community during the 1990 - 1991 school year?
a) yes b) no

55._____What was the yearly compensation of the secretary?

56. Check all the benefit programs for the secretary to which the school contributed.
a)___ Social Security b)___ health insurance
c)___ dental program d)___ retirement
e)___ life insurance f)___ unemployment compensation
g)___ others, please list

57._____Did the school have a development director?
a) yes b) no

*If you answered YES to question 57, **answer 58, 59, 60, 61.***

*If you answered NO to question 57, **please go to question 62.***

58._____Was the development director a member of a religious community during 1990 - 1991?
a) yes b) no

59._____Was the position of the development director full or part-time during 1990 - 1991 school year?
a) full-time b) part-time

60._____What was the yearly compensation of the development director?

61. Check all the benefit programs for the development director to which the school contributed during the 1990 - 1991 year.
a)___ Social Security b)___ health insurance
c)___ dental program d)___ retirement
e)___ life insurance f)___ unemployment compensation
g)___ others, please list

Full-time Instructional Staff refers to teachers only who instruct the students for a full-day for five days a week.

62._____Were some full-time teachers priests or members of a religious community?
a) yes b)no

*If you answered **YES** to 62, **answer 63**.*

*If you answered **No** to question 62, **go to question 67**.*

63._____How were priests or members of religious communities compensated during the school year 1990-1991?
a) stipend b) salary

*If you answered **a** to question 63, **answer 64 and 65.***

*If you answered **b** to question 63, **go to question 66.***

64._____What was the yearly stipend of the members of religious communities during the 1990 - 1991 school year?

65. In addition to the stipend, please check the other resources provided by the school to the religious.
a)___ housing b)___ automobile
c)___ telephone d)___ insurance and care of car
e)___ cook f)___ housekeeper
g)___ other, please list

66. Check the benefit programs for teaching religious to which the school contributed.
a)___ Social Security b)___ health insurance
c)___ dental program d)___ retirement
e)___ life insurance f)___ unemployment compensation
g)___ others, please list

67._____Did you have lay-teachers on the staff who did not have a bachelor degree for the 1990 - 1991 school year?
a) yes b) no

*If you answered **YES** to question 67 , **answer questions 68, 69, 70**.*

*If you answered **NO** to question 67, **please go to question 71**.*

68._____What was the yearly salary of a non-degreed beginning lay-teacher during 1990 - 1991?

69._____What was the highest yearly salary that a non-degreed lay-teacher earned?

70._____What was the average yearly salary for all non-degreed lay-teachers on this staff?

71._____ What was the yearly salary of a beginning lay-teacher with a bachelor degree?

72._____ What was the yearly salary of a lay-teacher with a master's degree who had no experience teaching?

73._____ What was the highest salary that a lay-teacher on your staff earned during the 1990 - 1991 school year?

74._____ What was the average yearly salary of all the lay-teachers on your staff **with degrees**?

75._____ What was the average salary for **all lay-teachers (those with degree and those without degrees)** on your staff for the 1990 - 1991 school year?

76. Check the benefit programs for teachers to which the school contributed.
a)___ Social Security b)___ health insurance
c)___ dental program d)___ retirement
e)___ life insurance f)___ unemployment compensation
g)___ others, please list

77._____Who determined the benefit program?
a) diocese b) individual teachers
c) contract with teacher union d) area parishes
d) school board e) pastor

Part-time Teachers are instructors who come to the school for a few days each week to teach a particular subject such as art, music, physical education, etc. During the other days they may be teaching at neighboring schools.

78._____Were any part-time teachers on the staff?
a) yes b) no

*If you answered **YES** to question 78, please **answer question 79**.*

*If you answered **NO** to question 78, please **go to question 81**.*

79._____ Did the salary of part-time lay-teachers vary according to academic credentials and teaching experience?
a) yes b) no

80._____What **average** salary did part-time lay-teachers earn **per day**?

Substitute Teachers are persons who replace the regular teaching staff for a day or short period of time when the full-time teachers are sick or absent for another reason.

81._____Did your school employ substitute teachers?
a) yes b) no

*If you answered **YES** to question 81, please **answer question 82 and 83**.*

*If you answered **NO** to question 81, please **go to question 84**.*

82._____ Did the salary of substitute teachers vary according to academic credentials and teaching experience?
a) yes b) no

83._____ What **average** salary did substitute teachers earn per day?

Section 4: SPECIAL ISSUE

Extended Day Program refers to a program that the school sponsors for students before and/or after school in order to provide them with a safe environment while their parents may be working.

84._____Did your school have an extended day program?
a) yes b) no

*If you answered **YES** to question 84, **please answer questions 85 and 86.***

*If you answered **NO** to question 84, **please go to question 87.***

85._____What was the cost to parents **per hour** for this service?

86. Check all the people who supervised this program and write their **fee per hour.**

a)__program coordinator	____ salary per hour
b)__teachers from the school	____ salary per hour
c)__parents of students	____ salary per hour
d)__parishioners	____ salary per hour
e)__elementary school students	____ salary per hour
f)__secondary school students	____ salary per hour
g)__college students	____ salary per hour

87._____Did your school have a day-care program?
a) yes b) no

*If you answered **YES** to question 87, **please answer questions 88 and 89.***

88._____What was the cost to parents **per hour** for this service?

89. Check all the people who supervised this program and write their **fee per hour.**

a)__program coordinator	____ salary per hour
b)__teachers from the school	____ salary per hour
c)__parents of students	____ salary per hour
d)__parishioners	____ salary per hour
e)__elementary school students	____ salary per hour
f)__secondary school students	____ salary per hour
g)__college students	____ salary per hour
g)__other	____ salary per hour

This is the end of the 1991 Financial Survey. Thank you again for your help in completing this questionnaire.

Please place the **entire questionnaire with the cover sheet containing your school address label** in the special envelope supplied with this mailing and return to NCEA **before October 7, 1991.**

APPENDIX B

Follow-up Letter to Schools not Responding to First Request

NCEA

NATIONAL
CATHOLIC
EDUCATIONAL
ASSOCIATION

November 11, 1991

Dear Principal,

In early October, I sent you a copy of the enclosed questionnaire on the finances of Catholic elementary schools for the 1990 - 1991 school year. In my letter I mentioned that your school was selected at random for this research study and that the full participation of all schools was absolutely necessary in order to make this study a success.

While other studies have examined average per-pupil costs, average tuition, average teacher salaries, and other significant factors, no study other than that produced by the Department of Elementary Schools in 1990 has collected this information on a national scale and in a truly scientific manner. This year, we have the opportunity to update that study and compare the results of this years' sample with the results obtained in the 1988 - 1989, which will give new meaning and voice to some of the concerns we share as ministers of education.

This is why I need you to complete this questionnaire.

Most of the other principals surveyed have completed their questionnaires in less than 20-25 minutes. While principals answered the questions from memory, some used a copy of their 1990 - 1991 school financial report to assist them.

They knew that this research will provide them with needed information to principals, members of school boards, finance committees and pastors as they plan next years' budgets. Financial planners for schools will be able to compare salaries, tuition, parish subsidy, etc. with such data from the entire country, the geographic area, the location of the school (rural, suburban, urban, inner city) and the size of the school.

I ask you to take time to complete the enclosed questionnaire, and return it to me by December 4, 1991. Your assistance will help us have the report ready for you by the start of the second term.

Thank you, as always, for your assistance in maintaining the integrity of this survey, for your time, and for all that you do in your ministry of education.

Fraternally,

Robert J. Kealey, Ed.D.
Executive Director
Department of Elementary Schools

Suite 100, 1077 30th Street, NW, Washington, DC 20007-3852 • (202) 337-6232

APPENDIX C

Schools that Responded to the Survey of Catholic Elementary School Finances, 1990-1991 School Year

ALASKA
St. Elizabeth Ann Seton School, Anchorage

ALABAMA
St. Paul Grade School, Birmingham
St. John Grade School, Birmingham
St. James Grade School, Gadsden
Our Lady of the Valley, Birmingham
Sacred Heart Grade School, Cullman
St. Ignatius Grade School, Mobile

ARKANSAS
Immaculate Conception Grade School, Blytheville
Blessed Sacrament Grade School, Jonesbor
Morris School for Boys, Searcy
St. Joseph Grade School, Conway
St. Peter School, Pine Bluff

ARIZONA
St. Anthonys Catholic School, Casa Grande
Sacred Heart Grade School, Nogales
St. Jerome Grade School, Phoenia
St. Ambrose Grade School, Tucson
St. John Indian School, Laveen
St. Francis Xavier Grade School, Phoenix
St. Michael Indian School Elem. Division, St. Michaels
Kino Learning Center, Tucson

CALIFORNIA
St. Anthony Claret Grade School, Anaheim
St. Bernard Grade School, Belflower
St. Francis Xavier Grade School, Burbank
St. John Grade School, Carmichael
St. Margaret Mary Grade School, Chino
Queen of All Saints Grade School, Concord
St. Joseph of Cupertion School, Cuppertion
Sacred Heart School, Etiwanda
Our Lady of Victory Grade School, Fresno
Our Lady of Loretto Grade School, Los Angeles
St. Joseph Grade School, Long Beach
St. Joan of Arc School, Los Angeles
Our Lady Help of Christians School, Los Angeles
St. Cecelia Grade School, Los Angeles
Holy Name Grade School, Los Angeles
St. Ignatius Grade School, Los Angeles
St. Anthony Grade School, Manteca
St. Raymond Grade School, Menlo Park
St. Thomas Aquinas Grade School, Monterey Park
Our Lady of Perpetual Help School, Newhall
St. Lawrence O'Toole Grade School, Oakland
Mayfield Junior School, Pasadena
St. Ann Grade School, Ridgecrest
Holy Spirit Grade School, Sacramento
Nazareth House School, San Diego
Stuart Hall School for Boys, San Francisco
Mission Grammar School, San Gabriel
Five Wounds Grade School, San Jose
Holy Trinity Grade School, San Pedro
Sacred Heart Grade School, Anderson
St. Hilary Grade School, Belvedere-Tibur
St. Lucy's Grade School, Campbell
Notre Dame Grade School, Chino
Our Lady of Victory Grade School, Compton
St. Joachim Grade School, Costa Mesa
St. Mary Grade School, El Centro
Holy Spirit Grade School, Fairfield
Our Lady of Guadalupe School, La Habra
La Purisima Grade School, Lompoc
St. Cyprian School, Long Beach
Precious Blood Grade School, Los Angeles
Our Lady of the Rosary of Talpa School, Los Angeles
St. Agnes Grade School, Los Angeles
St. Lawrence Grade School, Los Angeles
St. Joachim Grade School, Madera
St. Rose of Lima Grade School, Maywood
St. Stanislaus Grade School, Modesto
St. Stephen Grade School, Monterey Park
St. Linus Grade School, Norwalk
St. Anthony Grade School, Oxnard
St. James Grade School, Perris
St. Francis de Sales School, Riverside
St. Charles School, San Carlos
St. Jude Academy, San Diego
St. Stephen Grade School, San Francisco
St. PatricksGrade School, San Jose
St. Leander Elementary School, San Leandro
All Hallows Grade School, San Francisco

St. Raphael Grade School, Santa Barbara
St. George Grade School, Stockton
St. Catherine Laboure School, Torrance
Sacred Heart School, Ventura
St. Mary Grade School, Walnut Creek
St. Lawrence Martyr Grade School, Santa Clara
Resurrection Grade School, Sunnyvale
St. Jeanne de Lestonnac, Tustin
George McCann Memorial School, Visalia
St. Mel Grade School, Woodland Hills

COLORADO
Sacred Heart Grade School, Boulder
St. Francis de Sales Grade School, Denver
St. Louis Grade School, Englewood
Our Lady of Lourdes Grade School, Denver
Christ the King Grade School, Denver

CONNECTICUT
St. Mary Grade School, Branford
St. Raphael Grade School, Bridgeport
St. Peter Grade School, Danbury
St. Rose High School, E. Hartford
Cathedral Regional School, Hartford
St. Joseph School of Meriden, Meriden
St. Brendan Grade School, New Haven
St. Mary Grade School, Putnam
St. Edward School, Stafford Spring
St. Thomas Grade School, Thomaston
St. Andrew Grade School, Bridgeport
St. Anthony Grade School, Bristol
St. Christopher Grade School, E. Hartford
St. Rita Elementary School, Hamden
St. Lawrence Grade School, Huntington
St. John Grade School, Middletown
St. Patrick Cathedral School, Norwich
St. Joseph Grade School, S. Norwalk
Holy Spirit Grade School, Stamford
SS Peter & Paul School, Waterbury

DISTRICT OF COLUMBIA
Annunciation Grade School
St. Thomas More School
SS Paul & Augustine Grade School
St. Martin Grade School
St. Peter School

DELAWARE
St. Edmond Academy, Wilmington
St. Thomas Grade School, Wilmington
St. Catherine of Siena School, Wilmington

FLORIDA
St. Mary Magdalen Grade School, Altamonte Springs
Holy Name of Jesus Grade School, Indialantic
Our Lady of Divine Providence, Miami
Little Flower School, Myrtle Grove
St. Brendan Grade School, Ormond Beach
Blessed Sacrament Grade School, Seminole
Most Holy Redeemer Grade School, Tampa
St. Bernadette Grade School, W. Hollywood
St. Joseph Grade School, Winter Haven
Immaculate Conception Grade School, Hialeah
San Jose Catholic School, Jacksonville
St. Joseph Grade School, Miami Beach
Good Shepherd Catholic School, Orlando
Our Lady of the Holy Rosary, Perrine
St. Raphael Grade School, St. Petersburg
Villa Madonna Della Neve School, Tampa
St. Ann Grade School, W. Palm Beach

GEORGIA
St. Joseph School, Macon
Our Lady of the Assumption School, N. Atlanta
Sacred Heart Grade School, Warner Robins
St. Joseph Grade School, Marietta
Nativity of Our Lord School, Savannah

HAWAII
St. Theresa School, Honolulu
Immaculate Conception Grade School, Lihue Kauai
St. Anthony Grade School, Kailua Oahu
St. Joseph Grade School, Waipahu

IOWA
St. Joseph Grade School, Bellevue
Trinity School, Clinton
Nativity School, Dubuque
St. Francis Grade School, Dyersville
Regina Elementary School, Iowa City
St. Mary Grade School, Manchester
Sacred Heart School, Sioux City
Visitation Grade School, Stacyville
Sacred Heart Grade School, West Des Moines
St. Pius X Grade School, Cedar Rapids
St. Anthony Grade School, Des Moines
Holy Trinity/Sacred Heart School, Dubuque
St. Michael Grade School, Harlan
St. Vincent Grade School, Keokuk
De Sales Grade School, Ossian
Sacred Heart Grade School, Spencer
St. Edward Grade School, Waterloo

IDAHO
Holy Rosary Grade School, Idaho Falls
St. Paul Grade School, Nampa

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ILLINOIS

St. Philip the Apostle Grade School, Addison
St. Peter Grade School, Antioch
Our Lady Queen of Peace School, Bellebille
St. Clare and Holy Trinity Grade School, Bloomington
St. Barbara School, Brookfield
Holy Trinity School, Chicago
Christ the King School, Chicago
St. Mark Grade School, Chicago
St. Joseph School, Chicago
Five Holy Martyrs School, Chicago
St. Hilary Grade School, Chicago
St. Philomena School, Chicago
St. Sebastian Grade School, Chicago
Our Lady of Peace Grade School, Chicago
St. John Fisher Grade School, Chicago
St. Robert Bellarmine Grade School, Chicago
Annunciata Grade School, Chicago
Holy Cross Grade School, Deerfield
St. Mary School, East Moline
Immaculate Conception Grade School, Elmhurst
Costa Catholic School, Galesburg
St. Ambrose Grade School, Godfrey
St. Anne Grade School, Hazel Crest
St. Paul the Apostle Grade School, Joliet
St. Joseph Grade School, Manhattan
St. Mary Grade School, Mt. Sterling
Ascension Grade School, Oak Park
Sacred Heart School, Pana
St. Joseph Grade School, Pekin
St. Mary Grade School, Plano
St. Francis Solanus School, Quincy
St. Malachy Grade School, Rantoul
Jordan Catholic Central, Rock Island
St. Michael School, Sigel
St. Jude the Apostle Grade School, So. Holland
St. Agnes School, Springfield
Lake Shore Catholic Academy, Waukegan
St. Francis Xavier School, Wilmette
Annunciation of the Blessed Virgin Mary, Aurora
Our Lady Queen of Peace School, Bethalto
St. Joseph School, Bradley
Holy Family Grade School, Cahokia
St. Priscilla Grade School, Chicago
St. Mary Star of the Sea School, Chicago
St. Clotilde Grade School, Chicago
Queen of Martyrs School, Chicago
Providence of God Grade School, Chicago
St. Denis Grade School, Chicago
St. Walter School, Chicago
St. Gertrude School, Chicago
St. Ann School, Chicago
Our Lady of Victory Grade School, Chicago
St. Joseph Grade School, Chicago
Immaculate Conception School, Columbia
St. Catherine of Sienna School, Dundee
St. MarysGrade School, Elgin
St. Athanasius Grade School, Evanston
St. Matthew Grade School, Glendale Heights
St. Charles Borromeo Grade School, Hampshire
St. Issac Jogues Grade School, Hinsdale
SS Cyril & Methodius Grade School, Lemont
Immaculate Conception Grade School, Morris
St. Gerard Grade School, Oak Lawn
St. Joseph Grade School, Olney
St. Paul of the Cross Grade School, Park Ridge
South Side Catholic School, Peoria
St. Mary's Grade School, Pontiac
St. Mary School, Quincy
St. Cyprian Grade School, River Grove
Holy Family Grade School, Rockford
St. John the Baptist Grade School, Smithton
St. Joseph School, Springfield
St. Mary Grade School, Sycamore
Divine Providence Grade School, Westchester

INDIANA

St. Louis Grade School, Batesville
St. Joseph Grade School, Dyer
Holy Spirit Grade School, Evansville
St. Jude Grade School, Fort Wayne
St. Mary of the Lake School, Gary
St. Bridget Grade School, Hobart
St. Monica Grade School, Indianapolis
St. Mark the Evangelist School, Indianapolis
Holy Family Grade School, Jasper
St. Lawrence Grade School, Lafayette
St. Anne Grade School, Monterey
St. John the Baptist School, New Haven
Holy Family School, South Bend
Flaget Elementary School, Vincennes
Our Lady of Mount Carmel School, Carmel
St. Vincent Grade School, Elkhart
St. Therese Grade School, Fort Wayne
St. Joseph Grade School, Garrett
St. Mary Grade School, Greensburg
St. Philip Neri Grade School, Indianapolis
St. Matthew Grade School, Indianapolis
Holy Angels Grade School, Indianapolis
St. Joseph School, Kentland
St. Monica Grade School, Mishawaka
St. Thomas More Grade School, Munster
St. Paul Grade School, Sellersburg
St. John the Evangelist Grade School, St. John

KANSAS

St. James Grade School, Augusta
St. John Grade School, Hanover
All Saints Consolidated Grade School, Kansas City
St. Agnes Grade School, Shawnee Mission
St. Thomas Aquinas Grade School, Wichita
St. Joseph Grade School, Wichita
Sacred Heart Grade School, Emporia
St. Peter Cathedral School, Kansas City
St. Nicholas Grade School, Kinsley
Most Pure Heart of Mary School, Topeka
St. Peter Elementary School, Wichita
All Saints Grade School, Wichita

KENTUCKY

St. Joseph Grade School, Bardstown
St. Stephen Grade School, Cumberland
Holy Name Grade School, Henderson
Holy Cross Grade School, Covington
Good Shepherd School, Frankfurt
St. Cecelia Grade School, Independence

St. Bartholomew Grade School, Louisville
Holy Spirit Grade School, Louisville
St. Philip Grade School, Melbourne
St. John the Evangelist School, Paducah
St. Polycarp Grade School, Pleasure Ridge Park
Our Lady of Consolation Grade School, Valley Station
Community Catholic Elementary School, Louisville
St. Aloysius Grade School, Louisville
St. Pius Tenth Grade School, Owensboro
St. Mary Grade School, Paris
St. Dominic School, Springfield

LOUISIANA
St. Joseph Grade School, Bastrop
St. Bernard Elementary School, Breaux Bridge
Our Lady of Prompt Succor Grade School, Chalmette
St. Clermont School, Gretna
St. Bernadette Grade School, Houma
St. Genevieve Grade School, Lafayette
Our Lady of Divine Providence School, Metairie
Our Lady of Fatima School, Monroe
St. Alphonsus Grade School, New Orleans
Epiphany School, New Orleans
St. Elizabeth Grade School, Paincourtville
Sacred Heart Grade School, Ville Platte
Christ the King Grade School, Bossier City
Carelessness Catholic School, Carelessness
Academy of the Sacred Heart, Grand Cote
St. Rosalie Grade School, Harvey
Mater Dolorosa, Independence
Marksville Catholic Grade School, Marksville
St. Catherine of Siena School, Metairie
St. Joan of Arc Grade School, New Orleans
St. Raymond Grade School, New Orleans
Holy Ghost Grade School, New Orleans
Our Lady Grade School, Sulphur

MASSACHUSETTS
Saint Agnes School, Arlington
St. Peter Grade School, Cambridge
St. Rose Grammar School, Chelsea
East Boston Central School, East Boston
St. Anne School, Fall River
St. Anne Grade School, Lawrence
St. Mary Grade School, Lee
St. Stanislaus Grade School, Lowell
St. Anthony Grade School, New Bedford
St. Mary Grade School, Shrewsbury
St. Mary/Marisnhill Middle School, Southbridge
Blessed Sacrament Grade School, Walpole
Sacred Heart Grade School, Weymouth
St. Edward School, Brockton
St. Francis de Sales School, Charlestown
St. George Grade School, Chicipee Falls
Our Lady of Grace School, Everett
Country Day School of Holy Union, Groton
St. Patrick Grade School, Lawrence
St. Patrick Elementary School, Lowell
Our Lady of the Assumption Grade School, Lynnfield
St. James & St. John School, New Bedford
Little Flower School, Somerville
Holy Name School, Springfield
Holy Name School, West Roxbury
St. Stephen Grade School, Worcester

MARYLAND
Cathedral Grade School, Baltimore
Our Lady of Hope Grade School, Baltimore
St. Rose of Lima School, Baltimore
St. Joseph Grade School, Beltsville
Immaculate Conception Grade School, Elkton
St. Ignatius Grade School, Ft. Washington
Our Lady Star of the Sea School, Solomons
St. Peter Grade School, Waldorf
St. Clement Grade School, Baltimore
St. William Grade School, Baltimore
St. Margaret's Grade School, Bel Air
St. John the Baptist de LaSalle School, Chillum
St. John Grade School, Frederick
Arthur Slade Regional Catholic School, Glen Burnie
St. Mary Grade School, Upper Marlboro

MAINE
Holy Cross Grade School, Leswiton
St. Thomas Consolidated School, Sanford
Cathedral Elementary School, Portland
Mt. Merici Academy Grade School, Waterville

MICHIGAN
St. Mary School, Alma
St. Joseph's Grade School, Battle Creek
St. Hugo of the Hills Grade School, Bloomfield Hill
St. Patrick Grade School, Brighton
St. Ann School, Cadillac
St. Barbara Grade School, Dearborn
St. Francis of Assisi Grade School, Detroit
St. Ambrose Grade School, Detroit
Our Lady Help of Christians School, Detroit
Holy Trinity Grade School, Detroit
St. John Valentine Grade School, Detroit
St. Stanislaus Grade School, Dorr
Our Lady of Sorrows School, Farmington
Sacred Heart Grade School, Gladwin
St. Paul the Apostle Grade School, Grand Rapids
St. Anthony Grade School, Grand Rapids
St. Joseph Grade School, Jackson
St. Mary Grade School, Alpena
St. Joseph Grade School, Belding
St. Francis Grade School, Brainerd
St. Joseph Grade School, Conklin
SS. Peter & Paul Grade School, Detroit
St. Jude Grade School, Detroit
St. Theresa Visitation School, Detroit
St. Vincent Middle School, Detroit
St. John Bosco Grade School, Detroit
St. Ambrose Grade School, Detroit
St. Joseph Grade School, East Tawas
Holy Family Grade School, Grand Blanc
St. Anthony Grade School, Grand Rapids
St. Andrew Grade School, Grand Rapids
St. Paul Grade School, Grosse Pt. Farms
Sacred Heart Grade School, Lansing

Holy Cross Grade School, Lansing
Holy Cross Grade School, Marine City
St. Stephen Grade School, New Boston
St. Mary Grade School, Paw Paw
St. Augustine Grade School, Richmond
St. Stephen Elementary School, Saginaw
St. Joseph Grade School, Trenton
St. Joseph Grade School, West Branch
Christ - Good Shepherd Grade School, Lincoln Park
Our Lady of Fatima Grade School, Michigan Center
St. Mary Grade School, Niles
Our Lady of Good Counsel, Plymouth
Shrine of Little Flower School, Royal Oak
St. Helen Grade School, Saginaw
St. Patrick Grade School, Union Lake

MINNESOTA
Our Lady of the Sacred Heart School, Cloquet
St. Peter Grade School, Delano
St. John the Baptist Grade School, Excelsior
Crucifixion Grade School, La Crescent
St. Mary Grade School, Little Falls
St. Ustin Grade School, Minneapolis
Our Lady of Grace Grade School, Minneapolis
St. Francis Grade School, Moorhead
Shakopee Area Catholic School, Shakopee
St. Anthony Grade School, St. Cloud
St. Rose of Lima Grade School, St. Paul
St. Mary Grade School, Worthington
St. Boniface Grade School, Cold Spring
Holy Rosary Grade School, Duluth
Our Lady of Victory Grade School, Fergus Falls
St. PhilipsGrade School, Litchfield
St. Mary Grade School, Madelia
Resurrection Grade School, Minneapolis
Annunciation School, Minneapolis
St. Mary Grade School, New Trier
St. Mary Grade School, Sleepy Eye
Most Holy Trinity Grade School, St. Louis Park
St. Anthony Grade School, Watkins

MISSOURI
St. Timothy Grade School, Affton
St. Teresa Grade School, Campbell
St. Joseph School, Cotleville
Our Lady of Snows Grade School, Eygebe
Our Lady of Fatima Grade School, Florissant
Our Lady Queen of Peace School, House Springs
St. Peter Grade School, Jefferson
St. Stephen Academy, Kansas Cit
St. Therese Grade School, Kansas City
St. Francis of Assisi School, Lemay
Christ Prince of Peace Grade School, Manchester
St. Eustracius Grade School, Portageville
St. Patrick Grade School, Rolla
St. James Grade School, St. Joseph
Epiphany Grade School, St. Louis
Mary Queen of the Universe School, St. Louis
St. Stephen Grade School, St. Louis
St. Joseph School, Ste. Genevieve
St. Joseph Grade School, Wentzville
St. Mary Grade School, Bonnots Mill
St. Theresa Grade School, Campbell
St. Rose School, Desota
St. Paul Grade School, Fenton
St. Bartholomew Grade School, Hazelwood
Immaculate Conception Grade School, Jackson
Our Lady of Peace School, Kansas City
St. Elizabeth Grade School, Kansas City
Mary Immaculate Grade School, Kirksville
St. James Grade School, Liberty
Ascension School, Normandy
St. Luke Grade School, Richmond Heights
St. Kevin Grade School, St. Ann
St. Margaret School, St. Louis
Queen of All Saints, St. Louis
St. Catherine of Alexandria School, St. Louis
St. Paul Grade School, St. Paul
St. Andrew Grade School, Tipton

MISSISSIPPI
Bay St. Louis Catholic Elementary School, Bay St. Louis
St. Gabriel Grade School, Mound Bayou
St. Richard Grade School, Jackson
St. Alphonsus Grade School, Ocean Springs

MONTANA
St. Matthew Grade School, Kalispell
St. Charles Mission School, Pryor
Sacred Heart Elementary School, Miles City

NORTH CAROLINA
St. Gabriel Grade School, Charlotte
St. Francis of Assisi School, Jacksonville
St. Peter Elementary School, Greenville
St. Leo School, Winston-Salem

NORTH DAKOTA
St. Mary Grade School, Bismarck
St. Mary Grade School, New England
Holy Family Grade School, Grand Forks

NEBRASKA
St. Agnes Academy Elementary, Alliance
St. Bonaventure Grade School, Columbus
St. Mary Grade School, David City
St. John Grade School, Lincoln
St. Cecelia Grade School, Omaha
St. Richard Grade School, Omaha
Scotus Junior High, Columbus
St. Rose of Lima School, Crofton
West Catholic Elementary School, Fordyce
Blessed Sacrament School, Omaha
St. Thomas More Grade School, Omaha
St. Columbkille Grade School, Papillion

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St. John the Baptist Grade School, Petersburg

NEW HAMPSHIRE
St. John Grade School, Concord
St. Francis of Assisi Grade School, Manchester

NEW JERSEY
Our Lady of the Sea School, Atlantic City
St. Mary Grade School, Bond Brook
Star of the Sea School, Cape May
Queen of Heaven Grade School, Cherry Hill
St. Agnes Grade School, Clark Township
St. John Vianney Grade School, Colonia
St. Vladimirs Grade School, Elizabeth
Madonna School, Fort Lee
St. Catherine Grade School, Glen Rock
St. Ann Grade School, Hoboken
Sacred Heart of Jesus School, Irvington
St. Anne Grade School, Jersey City
Holy Family School, Lakewood
Our Lady Queen of Peace School, Maywood
St. Pius X Grade School, Montville
St. Peter Elementary School, New Brunswick
St. Joseph Grade School, Newton
St. Christopher Grade School, Parsippany
St. Bonaventure Grade School, Paterson
St. Peter Grade School, Pleasantville
St. Peter Grade School, Riverside
St. Luke Grade School, Stratford
Sacred Heart Parochial School, Trenton
Holy Cross Grade School, Trenton
St. James School, Ventnor
St. Ann Grade School, Wildwood
St. Elizabeth Grade School, Wyckoff

NEW MEXICO
Rev. James B. Hay School, Alamogordo
Annunciation Grade School, Albuquerque
Cristo Rey School, Santa Fe

NEVADA
St. Viator School, Las Vegas

NEW YORK
Blessed Sacrament Grade School, Albany
Our Lady of the Blessed Sacrament School, Bayside
St. John Nepomucene Grade School, Bohemia Long Island
School of St. Benedict, Bronx
St. Martin of Tours Grade School, Bronx
St. Margaret Mary Grade School, Bronx
St. John Cantius Grade School, Brooklyn
St. Catherine of Sienna Grade School, Brooklyn
St. Jude Grade School, Brooklyn
St. John Cantius Grade School, Brooklyn
Unity Catholic School, Brooklyn
St. Agatha Grade School, Buffalo
Our Lady of Black Rock Grade School, Buffalo
St. James Grade School, Carmel
St. Anastasia Grade School, Douglaston
St. Mary Grade School, East Islip
Mary Nativity School, Flushing
St. Mary of the Lake Grade School, Hamburg
Immaculate Conception Grade School, Irvington-Hudson
St. Peter Grade School, Kenmore
Our Lady of Perpetual Help, Lindenhurst
St. Raphael Grade School, Long Island City
St. Josephs Grade School, Middletown
Our Lady of Mt. Carmel Grade School, Mt. Vernon

St. Wenceslaus Grade School, Wahoo

Sacred Heart School, Hampton

St. James Grade School, Basking Ridge
All Saints Parochial School, Burlington
St. Joseph Grade School, Carteret
Holy Rosary Grade School, Cherry Hill
Epiphany Grade School, Cliffside Park
St. Hedwig Grade School, Elizabeth
St. Anne Grade School, Fairlawn
Most Holy Name Grade School, Garfield
Holy Trinity Grade School, Hackensack
St. Benedict Grade School, Holmdel
St. Cecelias Grade School, Iselin
Sacred Heart School, Kearny
St. Leo the Great Grade School, Lincroft
St. Mary of the Lakes School, Medford
St. Virgil Grade School, Morris Plains
School of the Ascension, New Milford
Our Lady of Mercy Grade School, Park Ridge
Holy Trinity School, Passic
Our Lady of Fatima Grade School, Piscataway
St. Ann Grade School, Raritan
St. Catherine Grade School, Spring Lake
Our Lady of Mt. Carmel Grade School, Tenafly
St. Gregory the Great Grade School, Trenton
Lacordaire Academy-Elementary School, Upper Montclair
Our Lady of Lourdes Grade School, West Orange
Our Lady of the Assumption School, Wood Ridge

Holy Ghost Elementary School, Albuquerque
SS. Peter & Paul Grade School, Richmond
Blessed Kateri Tekakwitha Grade School, Thoreau

St. Hyacinth School, Auburn
St. Thomas Aquinas Grade School, Binghamton
St. Ann Grade School, Bronx
St. Margaret of Cortona School, Bronx
St. Raymond School, Bronx
Holy Cross Grade School, Bronx
St. Francis Cabrini Grade Schoool, Brooklyn
St. Francis Xavier, Brooklyn
St. Agatha Grade School, Brooklyn
Our Saviour School, Brooklyn
Mt. St. Joseph Grade School, Buffalo
All Saints Grade School, Buffalo
St. Joseph School, Buffalo
St. Leo School, Corona
Sacred Heart Grade School, E. Glendale
St. Boniface Grade School, Elmont Long Island
St. Francis de Sales - St. Stephen, Geneva
St. Gerard Grade School, Hollis
SS Peter & Paul Grade School, Jamestown
Blessed Sacrament Grade School, Kenmore
Most Precious Blood Grade School, Long Island City
St. Peter Grade School, Lowville
St. Alexander Grade School, Morrisonville
St. Columbanus Grade School, N. Peekskill

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Our Lady of Mt. Carmel Grade School, Niagara Falls
St. Joseph Grade School, New Windsor
Nativity Mission School, New York
Our Lady of Pompeii Grade School, New York
St. Francis de Sales Grade School, New York
St. John de la Salle Grade School, Niagara Falls
Ogdensburg Central Catholic School, Ogdensburg
St. Margaret Grade School, Pearl River
Infant Jesus Grade School, Port Jefferson
SS Joachim & Anne School, Queens College
St. Isidore Grade School, Riverhead
Corpus Christi Grade School, Rochester
St. Agnes Cathedral Grade School, Rockville Centre
Our Lady of Perpetual Help School, S. Ozone Park
St. Mary of the Snows Grade School, Saugerties
St. James Grade School, Seaford
St. Catherine of Sienna Grade School, St. Alban
Our Lady Star of the Sea School, Staten Island
St. Daniel Grade School, Syracuse
St. Lucy Grade School, Syracuse
St. Edmond Grade School, Tonawanda
St. Peter Grade School, Utica
Immaculate Conception School, Wellsville
St. Brigid Grade School, Westbury
Sacred Heart Grade School, Yonkers
Holy Spirit Grade School, New Hyde Park
Mary Help of Christians School, New York
St. Paul School, New York
St. Catherine of Genoa Grade School, New York
St. Francis Grade School, Newburgh
Holy Family School, Norwich
St. Mary Gate of Heaven Elementary, Ozone Park
St. Michael School, Penn Yan
Holy Trinity Grade School, Poughkeepsie
Resurrection Ascension School for Girls, Rego Park
St. Thomas the Apostle Grade School, Rochester
Mother of Sorrows Grade School, Rochester
St. Peter Grade School, Rosendale
Salamanca Catholic Academy, Salamanca
St. Anthony Grade School, Schenedtady
St. Patrick Grade School, Smithtown
St. Adalbert Grade School, Staten Island
Sacred Heart Grade School, Suffern
Our Lady of Solace Grade School, Syracuse
St. Mary Grade School, Ticonderoga
Our Lady Help of Christians Grade School, Tottenville
Notre Dame Jr. High School, Utica
Fourteen Holy Helpers Grade School, West Seneca
St. Bartholomew Grade School, Yonkers
St. Patrick Grade School, Yorktown Heights

OHIO

Our Lady of the Elms Special Education School, Akron
St. John Grade School, Bellaire
Holy Trinity Grade School, Byesville
Annunciation Grade School, Cincinnati
St. Catherine Grade School, Cincinnati
All Saints School, Cincinnati
Nativity Grade School, Cincinnati
St. Philip & James Grade School, Cleveland
Holy Redeemer School, Cleveland
St. Louis Grade School, Cleveland Heights
St. Stephen the Martyr School, Columbus
Holy Spirit Grade School, Columbus
Holy Family Grade School, Dayton
St. Anthony Grade School, Dayton
St. Justin Martyr Grade School, Eastlake
Sacred Heart Grade School, Fremont
St. Mary Grade School, Greenville
St. Charles Borromeo Grade School, Kettering
St. Francis de Sales Grade School, Lebanon
St. Peter Grade School, Lorain
St. Mary Grade School, Marion
St. Bartholomew Grade School, Middleburg
St. Paul Grade School, N. Canton
Holy Family School, Poland
St. Peter & Paul Grade School, Sandusky
St. Dominic Grade School, Shaker Heights
St. Teresa Grade School, Springfield
Our Lady of Lourdes Grade School, Toledo
St. Charles Grade School, Toledo
St. Mary Grade School, Vermillion
St. James Grade School, Waynesburg
St. Matthias Grade School, Youngstown
St. Mary Immaculate Conception School, Avon
St. Ambrose Grade School, Brunswick
Notre Dame Elementary School, Chardon
Cure of Ars School, Cincinnati
St. Cecelia Grade School, Cincinnati
St. Anthanasius Grade School, Cincinnati
St. Joseph Grade School, Cincinnati
St. Patrick Grade School, Cleveland
St. Stanislaus Grade School, Cleveland
St. Ann Grade School, Cleveland Heights
St. Agatha Grade School, Columbus
St. Mary Elementary School, Columbus
St. Peter Grade School, Dayton
St. Joseph Grade School, Dover
St. William Grade School, Euclid
St. Joseph Grade School, Galion
St. Patrick Grade School, Hubbard
St. Mary Grade School, Lancaster
St. Mary Grade School, Leipsic
St. Mary Grade School, Mansfield
Blessed Sacrament Grade School, Mewark
St. Joseph Grade School, Mogadore
St. Peter Elementary School, North Ridgeville
St. Michael Grade School, Ripley
Holy Angels Grade School, Sandusky
St. Thomas the Apostle Grade School, Sheffield Lake
St. Nicholas Grade School, Struthers
St. Hyacinth Grade School, Toledo
St. Mary Grade School, Van Wert
St. Jerome Grade School, Walbridge
Holy Name Grade School, Youngstown

OKLAHOMA

All Saints Diocesan School, Broken Arrow
St. James Grade School, Oklahoma City

OREGON

St. Francis of Assisi Grade School, Banks
St. Paul Grade School, Eugene
St. Therese Grade School, Portland
O'Hara Catholic School, Eugene
St. Ignatius Grade School, Portland
St. John Fisher Grade School, Portland

PENNSYLVANIA
St. Catherine of Siena School, Allentown
Mt. Mills Catholic School, Altoona
Queen of Peace School, Ardsley
Sacred Heart Grade School, Bridgeport
St. Pius Grade School, Broomall
Good Shepherd Grade School, Camp Hill
St. Ignatius Grade School, Carnegie
Our Lady of Peace Grade School, Clarks Green
St. Thomas Grade School, Corry
St. Charles Grade School, Drexel Hil
Easton Catholic Elementary, Easton
Ave Maria Grade School, Ellsworth
St. Andrew Grade School, Erie
Sacred Heart Grade School, Erie
Holy Name of Jesus Grade School, Forty Fort
St. Francis Xavier Grade School, Gettysburg
Blessed Sacrament Cathedral School, Greensburg
St. Bede Grade School, Holland
St. Mary Magdalene Grade School, Homestead
St. Patrick Grade School, Johnstown
St. Leo the Great Grade School, Lancaster
St. Patrick Grade School, Malvern
St. Joseph Grade School, Mechanicsburg
St. Joseph Grade School, New Kensington
St. Patrick School, Norristown
St. Mary School, Old Forge
St. John the Baptist Grade School, Perryopolis
Stella Maris School, Philadelphia
St. Philip Neri Grade School, Philadelphia
Visitation Blessed Virgin Mary School, Philadelphia
Good Shepherd Grade School, Philadelpia
St. Joan of Arc Grade School, Philadelphia
All Saints Grade School, Philadelphia
Assumption Grade School, Pittsburgh
Holy Innocents Grade School, Pittsburgh
St. Francis Xavier Grade School, Pittsburgh
St. Leo Grade School, Ridgeway
Epiphany Grade School, Sayre
St. James Grammar School, Sewickley
St. Alice Grade School, Upper Darby
St. Mary School, Wilkes-Barre
Ancillae-Assumpta Academy, Wyncote
St. Ursula Grade School, Allison Park
Ambridge Area Catholic School, Ambridge
North Cambria Catholic School, Barnesboro
St. Agatha Grade School, Bridgeville
Holy Sepulcher Grade School, Butler
St. Patrick Grade School, Cannonsburg
St. Robert Grade School, Chester
Our Lady of Fatima Grade School, Cornwells Heights
St. Joseph Grade School, Danville
Holy Rosary Grade School, Duryea
St. Michael Grade School, Elizabeth
St. Luke Grade School, Erie
St. Stanislaus Grade School, Erie
Monsignor Geno Monti School, Farrell
St. Mary Grade School, Freeport
Immaculate Heart Elementary School, Girardville
St. Margaret Mary Grade School, Harrisburg
Hollidaysburg Catholic School, Hollidaysburg
Immaculate Conception Grade School, Irwin
St. Basil the Great Grade School, Kimberton
Queen of the Universe Grade School, Levitown
St. Angela Merici School, McKeesport
St. Margaret Grade School, Narberth
Holy Cross Grade School, New Philadelphia
Our Lady of Hungary School, Northampton
St. Norbert Grade School, Paoli
Nazareth Academy Grade School, Philadelphia
St. Joachim Grade School, Philadelphia
Incarnation Grade School, Philadelphia
St. Leo Grade School, Philadelphia
St. Mary of Czestochowa School, Philadelphia
Immaculate Heart of Mary School, Philadelphia
Our Lady of Rosary Grade School, Philadelphia
Our Lady of Loreto Grade School, Pittsburgh
St. Bede Elementary School, Pittsburgh
Holy Guardian Angels School, Reading
St. Hilary of Poitiers School, Rydal
St. Anselm Grade School, Seissvale
St. Jerome Grade School, Tamaqua
St. Athanasius School, West View
St. Joseph Grade School, Williamsport
Immaculate Conception School, York

RHODE ISLAND
St. Elizabeth Grade School, Bristol
Holy Ghost Grade School, Providence
St. Mary Academy-Bay View Elementary, Riverside
St. Joseph Regional School, Woonsocket
Newport County Catholic Regional School, Middletown
Bishop McVinney Regional Middle School, Providence
Notre Dame Grade School, West Warwick
Our Lady of Victories Grade School, Woonsocket

SOUTH CAROLINA
St. Martin de Porres School, Columbia
St. Jude Grade School, Sumter
St. Anthony Grade School, Florence
St. Anthony Grade School, Walterboro

SOUTH DAKOTA
St. Elizabeth Seton School, Rapid City
Christ the King Grade School, Sioux Falls
St. Mary Grade School, Salem
St. Agnes Grade School, Vermillion

TENNESSEE
Our Lady of Perpetual Help School, Chattanooga
St. Joseph Grade School, Madison
St. Paul Grade School, Memphis
Sacred Heart Elementary & Middle School, Knoxville
Our Lady of Sorrows Grade School, Memphis

TEXAS
St. Laurence Grade School, Amarillo
St. Theresa School, Austin
St. Joseph Grade School, Bryan
Christ the King Grade School, Corpus Christi
Sacred Heart Grade School, Austin
Lady of Victory Grade School, Beeville
Sacred Heart Grade Schopol, Conroe
St. Cecelia Elementary School, Dallas

St. Bernard Grade School, Dallas
Blessed Sacrament Grade School, El Paso
St. Mary School, Gainesville
St. Anthony Grade School, Harlingen
Resurrection Grade School, Houston
St. Joseph Grade School, Marshall
Blessed Sacrament Parish School, San Antonio
St. James Grade School, San Antonio
St. Mary Grade School, Taylor
St. Monica Grade School, Dallas
St. Andrew Grade School, Fort Worth
Immaculate Conception Grade School, Grand Prairie
Corpus Christi Grade School, Houston
Sacred Heart Grade School, La Grange
St. Anthony Catholic School, Robstown
Holy Rosary Grade School, San Antonio
Our Lady of Perpetual Help Grade School, San Antonio

VIRGINIA
St. Rita Grade School, Alexandria
St. Anne Grade School, Bristol
Christ the King Grade School, Norfolk
Walsingham Academy Grade School, Williamsburg
St. Edward Grade School, Bon Air
St. Philip Grade School, Falls Church
Our Lady of Good Counsel School, Vienna

VERMONT
St. Michael Grammar School, Montpelier

WASHINGTON
St. Vincent de Paul Grade School, Federal Way
Queen of Angels Grade School, Port Angeles
St. Benedict Grade School, Seattle
St. Matthew Grade School, Seattle
Holy Rosary Grade School, Tacoma
St. Thomas More Grade School, Lynnwood
Christ the King Grade School, Richland
St. Catherine Grade School, Seattle
St. John Vianney Grade School, Spokane
St. Paul Cathedral Grade School, Yakima

WISCONSIN
St. Mary Grade School, Algoma
St. Edward Grade School, Appleton
St. Pius X Grade School, Appleton
Chilton Catholic Elementary School, Chilton
St. Patrick Grade School, Eau Claire
Holy Family School, Green Bay
Resurrection Grade School, Green Bay
St. Francis Grade School, Kaukauna
St. Francis de Sales Grade School, Lake Geneva
Holy Rosary Grade School, Medford
Merrill Catholic School, Merrill
Immaculate Conception School, Milwaukee
Mother of Perpetual Help School, Milwaukee
St. Victors Grade School, Monroe
Holy Rosary Grade School, New Holstein
St. Anthony Grade School, Oconto Falls
St. John the Baptist Grade School, Plum City
St. Peter Grade School, Slinger
Corpus Christi School, Sturgeon Bay
St. Joseph Grade School, Waterloo
St. Jude School, Wauwatosa
Holy Angels Grade School, West Bend
St. John Grade School, Antigo
St. Joseph Middle School, Appleton
St. Mary Grade School, Belgium
St. Francis Xavier Grade School, Cross Plains
St. Mary Grade School, Eden
E. Green Bay Catholic Educational System, Green Bay
St. John the Evangelist Grade School, Greenfield
Blessed Sacrament Grade School, La Crosse
St. Dennis Grade School, Madison
St. Mary Grade School, Menasha
St. CasimirsSchool, Milwaukee
Our Lady of Good Hope Grade School, Milwaukee
Holy Spirit Grade School, Milwaukee
Consolidated Parochial Elementary School, Mt. Calvary
St. Mary Grade School, New Richmond
St. Patrick Grade School, Onalaska
St. Adalbert School, Rosholt
St. Joseph Grade School, Stratford
Sacred Heart Grade School, Sun Prairie
St. Mary School, Waukesha
St. Joseph Grade School, Wauwatosa
St. Amonica Grade School, Whitefish Bay

WEST VIRGINIA
St. Joseph Grade School, Martinsburg
Sacred Heart of Mary School, Wierton
Blessed Trinity Grade School, Wheeling

WYOMING
St. Laurence Grade School, Laramie

APPENDIX D

Per-pupil Cost Covered by Tuition and Fees

	Average of all Students			One Catholic Child in Parish		
	1990-91 Per-pupil cost for	Tuition and fees	Percent per-pupil cost	Tuition one child	Materials one child cost	Percent per-pupil
Location						
Inner City	$1,746	$971	55.61%	$1,036	$ 80	63.92%
Urban	$1,694	$927	54.72%	$ 986	$108	64.58%
Suburban	$1,972	$969	49.14%	$1,056	$ 95	58.37%
Rural	$1,848	$529	28.63%	$ 713	$ 99	43.94%
Regions						
New England	$1,628	$799	49.08%	$ 998	$ 90	66.83%
Mideast	$1,741	$841	8.31%	$ 976	$ 76	60.42%
Great Lakes	$1,719	$623	36.24%	$ 825	$100	53.81%
Plains	$1,696	$530	31.25%	$ 765	$112	51.71%
Southeast	$1,711	$949	55.46%	$1,163	$102	73.93%
West/Far West	$2,385	$965	56.40%	$1,171	$115	53.92%
School Size						
1 - 199	$2,008	$ 715	36.61%	$ 825	$102	46.17%
200 - 299	$1,783	$ 853	47.84%	$1,021	$ 94	62.54%
300 - 499	$1,725	$1,010	58.55%	$1,057	$ 94	66.72%
500 or more	$1,498	$1,123	68.29%	$1,064	$ 98	77.57%
Sponsorship						
Parish	$1,715	$ 844	49.21%	$ 955	$100	61.52%
Private	$2,212	$1,547	69.94%	$1,602	$ 93	76.63%
Interparochial	$1,729	$ 763	44.13%	$ 970	$ 86	61.08%
Diocesan	$2,768	$ 862	31.14%	$ 881	$ 95	35.26%
National	$1,819	$ 860	47.28%	$ 969	$ 98	58.66%

Appendix E

Average Catholic Elementary School Lay Teachers' Salaries

	Beginning Teacher with a Bachelor's Degree	Beginning Teacher with a Master's Degree	Highest Salary	Average Salary
Region				
New England	$14,190	$15,401	$21,425	$17,755
Mideast	$14,321	$15,526	$22,674	$17,682
Great Lakes	$13,925	$15,137	$21,803	$17,250
Plains	$14,158	$15,687	$19,897	$16,369
Southeast	$14,581	$16,142	$21,160	$17,107
West/Far West	$16,181	$17,988	$24,993	$19,436
Location				
Inner City	$15,141	$16,318	$21,850	$17,747
Urban	$14,524	$15,797	$22,445	$17,888
Suburban	$14,747	$16,179	$23,887	$18,216
Rural	$13,654	$15,168	$19,314	$16,116
School Enrollment				
1 - 199	$13,543	$14,752	$19,173	$16,074
200 - 299	$14,714	$16,166	$22,970	$18,097
300 - 499	$15,281	$16,646	$24,512	$18,736
500 and higher	$15,310	$16,420	$24803	$18,693
Sponsorship				
Parish	$14,566	$15,918	$22,331	$17,671
Private	$15,473	$16,938	$21,755	$16,982
Intraparochial	$13,900	$15,631	$21,812	$17,153
Diocesan	$14,217	$15,549	$21,225	$17,475
National Average	$14,514	$15,908	$22,176	$17,597

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